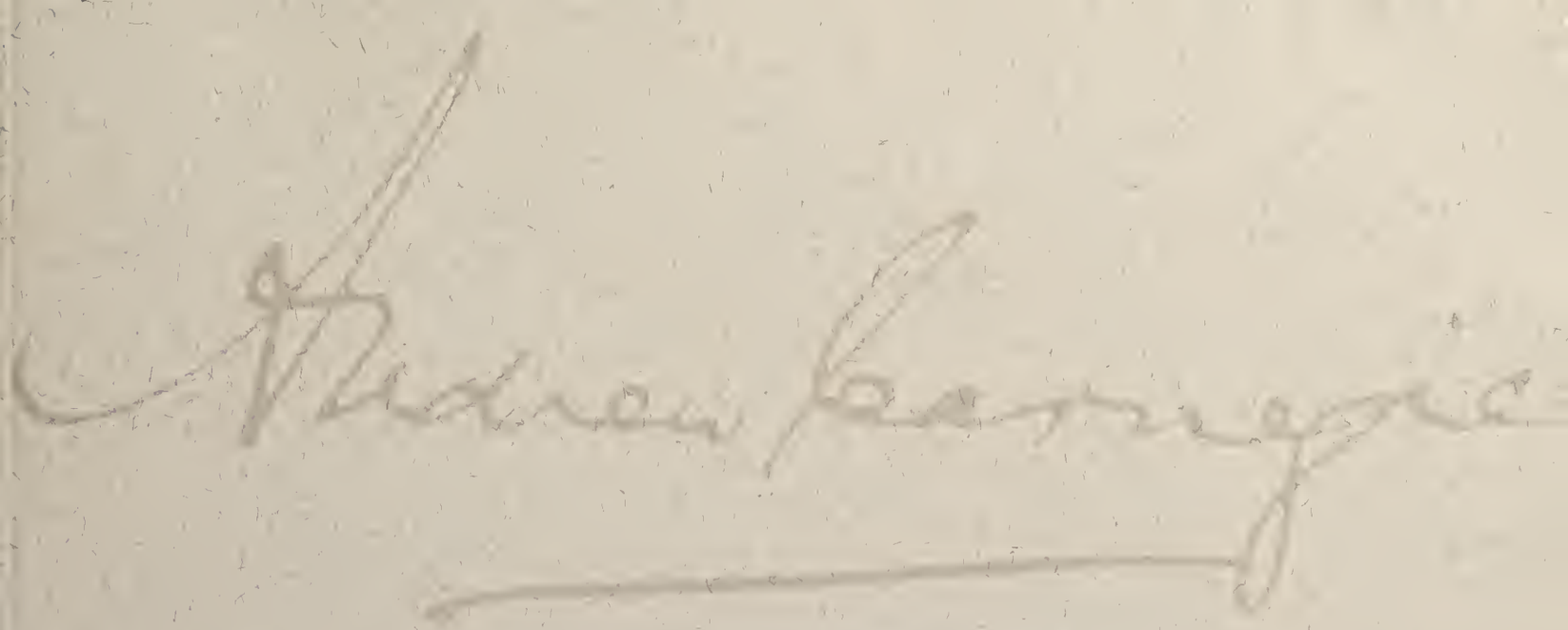


Carnegie Corporation of New York

Annual Report 1992

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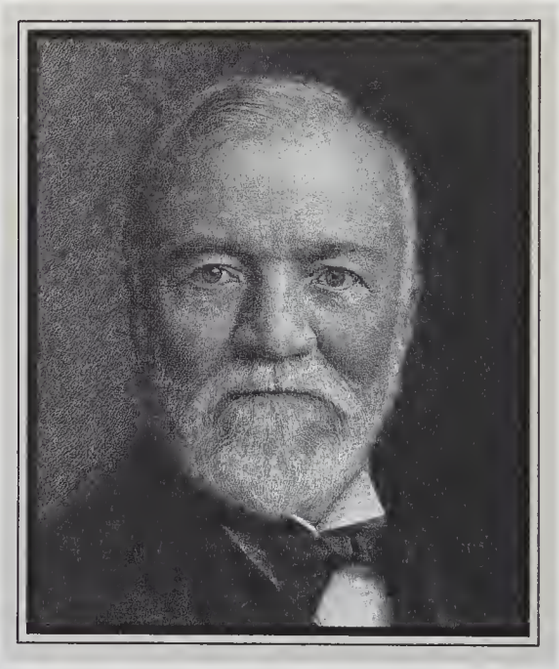
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About Carnegie Corporation

The modern foundation is one of the few organizations in the United States that can address societal issues. Its mission quite simply is to better the world. It carries out its work, not by assuming the conventional tasks of charity, as important as these are, but by returning private wealth to the community for strategic use in searching out basic solutions to great problems.



The charter mandates of large, general purpose foundations are deliberately broad, allowing flexible response to changing conditions. Carnegie Corporation of New York was founded by the steel magnate Andrew Carnegie in 1911 to "promote the advancement and diffusion of knowledge and understanding among the people of the United States," a purpose later amended to include certain countries that are or have been members of the British overseas Commonwealth.

Born in Dunfermline, Scotland, in 1835, Andrew Carnegie came to the United States with his family in 1848, working first as a bobbin boy in a cotton mill. In 1865, after a succession of jobs with Western Union and the Pennsylvania Railroad, he resigned to establish his own business enterprises, among them the Carnegie Steel Company in Pittsburgh. At the age of sixty-five, Carnegie sold his company to J. P. Morgan for about $400 million. He spent the rest of his life pursuing philanthropic activities and writing books and pamphlets on education, learning, and the obligations of wealth. Before he died in 1919, he gave away $350 million. Fifty-six million dollars alone went toward the founding of 2,509 public libraries in the English-speaking world.

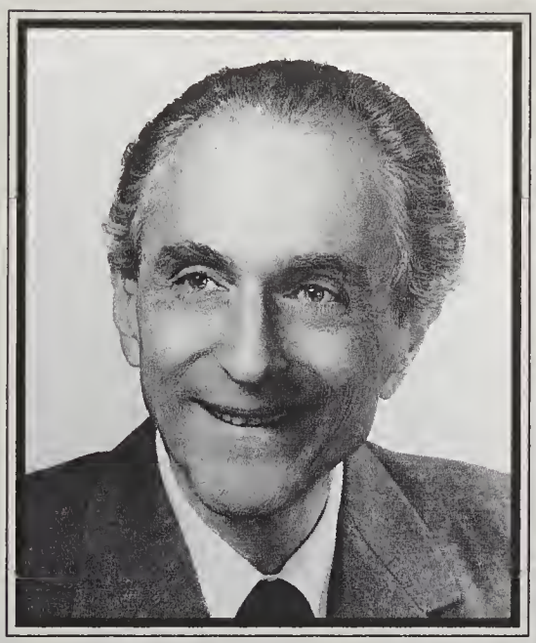
His first large gifts were made to his native town in Scotland. Later he created seven philanthropic and educational organizations in the United States and several more in Europe. Each of these has its own funds, and each is independently managed by a professional staff.

The Corporation was the last of Carnegie's great endowments. It absorbed the largest part of his fortune, $125 million, and received an additional $10 million at his death. It is the only one of the various Carnegie agencies to be devoted solely to the art of organized giving.

In his letter of gift, dated November 10, 1911, Carnegie counseled the Corporation's trustees, in the simplified spelling he liked, "that conditions upon the erth inevitably change; hence, no man will bind Trustees forever to cer-

tain paths, causes, or institutions. I disclaim any intention of doing so. On the contrary I giv my Trustees full authority to change policy or causes hitherto aided, from time to time, when this, in their opinion, has become necessary or desirable. They shall best conform to my wishes by using their judgment."

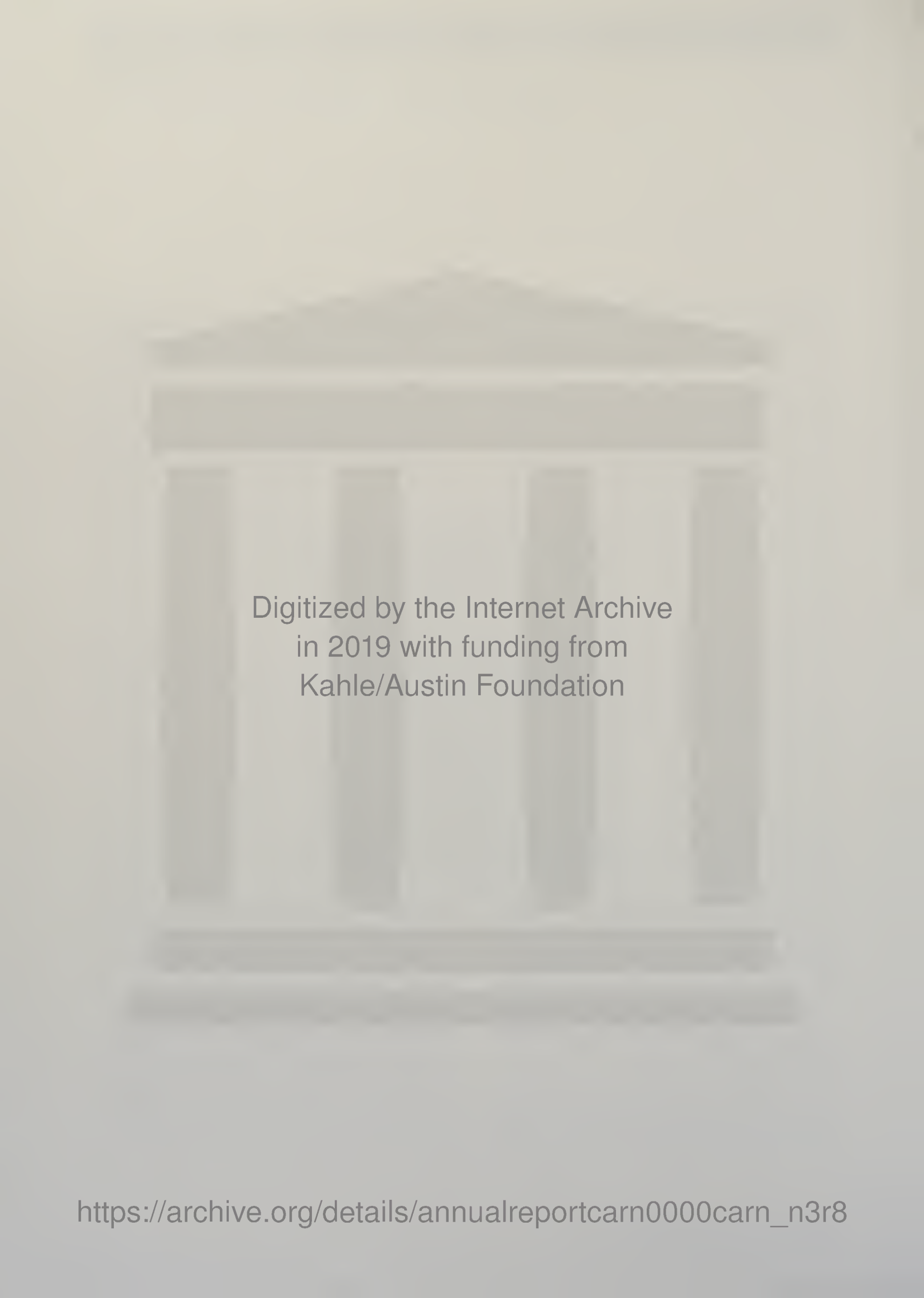
Carnegie ran the Corporation himself in its early years. Since then, the organization has held to the spirit of his will, although its priorities have shifted. From 1919 to 1923, under three presidents, grants were made for the development of research institutes and other centers of scientific expertise.



Between 1923 and 1941, the Corporation's president, Frederick Keppel, sought to increase popular interest in aspects of culture through libraries, museums, and adult education programs. Under four more presidents, from the end of World War II to the early 1980s, the foundation focused on issues of foreign policy, education, and the promotion of equal access to the rights and responsibilities of American life.

The current era began with David A. Hamburg, who assumed the office of president in 1982. A psychiatrist by training, Hamburg was for many years chairman of the department of psychiatry and behavioral sciences at Stanford University School of Medicine. In 1975 he went to Washington, D.C., as president of the Institute of Medicine of the National Academy of Sciences, where his work became progressively more concerned with national policy in disease prevention and health promotion. Subsequently, he directed a new Division of Health Policy Research and Education at Harvard University while holding professorships in the schools of Medicine, of Government, and of Public Health. He became a member of the Corporation's board of trustees in 1979.

Under Hamburg, the foundation has developed grant programs to promote the education and healthy development of children and youth, to strengthen human resources in developing countries with a concentration on sub-Saharan Africa, to avoid nuclear war and promote international security, and to undertake special projects that do not fit into the other program areas. The Year in Review, beginning on p. 29, provides detailed descriptions of the grants made within these program areas in fiscal year 1992.


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Report of the President



Children of Urban Poverty: Approaches to a Critical American Problem

No problem in contemporary America is more serious than the plight of children and youth in our decaying cities. Almost a quarter of the nation's children grow up in poverty, all too many of them in smashed families and rotting communities. Their loss is our loss. Without major, sustained, concerted efforts to work out these problems, the entire society will pay a terrible price.

I have touched on this subject in six of my nine annual essays since becoming president of Carnegie Corporation in 1982. Now I focus squarely on the critical, festering wound of lacerated childhood, because I believe it can be healed only by collaboration between those trapped in degrading environments and the powerful sectors of society — business, government, labor, scientific and professional societies, community organizations, universities, and the media. Foundations have fostered a great deal of research and innovation showing that much can be accomplished to prevent the massive damage now being inflicted on the young of our society. This essay sketches a developmental sequence of experiences, opportunities, and interventions that can make a crucial difference.

The nation is on a path that will generate an increasing proportion of warped, empty, and destructive lives. Yet the relevant scientific and professional communities have recently illuminated other paths that can lead to better outcomes. There is in fact an emerging action agenda for children and youth in urban poverty.

In times past, extensive formal education was not a prerequisite for making a living or getting a good job. Low-level literacy sufficed in the agricultural era and was also adequate for high-paying work in factories of the early industrial period. Most of these jobs, however, disappeared by the end of the 1970s. Today, higher standards of literacy and numeracy are necessary to obtain jobs in the modern economy. They are also essential to the full exercise of citizenship in a complex, democratic society. The quantitative skills and scientific thinking required for the most

NOTE: *The president's essay is a personal statement representing his own views. It does not necessarily reflect the foundation's policies. This essay is adapted from the author's book,* Today's Children: Creating a Future for a Generation in Crisis. *New York: Times Books, Random House, 1992.*

desirable vocations will only rise further in the foreseeable future. If students from very poor and socially depreciated areas have difficulty today meeting the minimal standards of education, they will be even less likely in the next century to master the skills and knowledge essential for mainstream opportunities — unless broad ameliorative action is taken now.

Poor children are at higher risk of succumbing to death, disease, disability, or injury than are economically advantaged children. They are more likely to have parents with formidable vulnerabilities that expose them to multiple hazards. Their mothers, often very young and socially isolated, may receive only minimal support from other family members or friends and have no prenatal care. Their fathers are frequently absent. As a consequence, some children stand a strong chance of being born underweight with neonatal damage; they may grow up malnourished and have untreated childhood illnesses or uncorrected early problems of hearing and vision, accidents, and injury. They may experience higher degrees of stress and violence in their social environment on a continuing, long-term basis. Many of their very early developmental or health problems will be unrecognized at home. In school, they will be observed to be underdeveloped in their social skills, emotionally troubled, and linguistically and cognitively well behind their peers born into more fortunate circumstances. So, poverty is a profound and pervasive exacerbating factor in illness, disability, emotional distress, and educational failure.

Families in Crisis, Children in Jeopardy

There have been dramatic changes in the structure and function of American families in just a few decades. Some of these changes represent new opportunities and tangible benefits; others represent a serious threat to the well-being of children on a large-enough scale to pose a major problem for the entire society.

Perhaps the most striking change from the perspective of child and adolescent development is the rapidity with which mothers of young children have entered the work force. By 1990, more than half of all mothers of young children, preschool as well as of school age, held jobs outside the home. Today most American children spend part of their childhood in a single-parent family. By age sixteen, close to half of the children of married parents will see their parents divorce. For nearly half of these, it will be five years or more before their mothers remarry. Compared with other societies, the United States exhibits a kind of revolving-door pattern of marriage and family disruption, jeopardizing attachments and the normal developmental paths of childhood and adolescence.

With all the radical shifts in family life, it is not surprising that Americans are deeply troubled about their offspring. In public opinion surveys, parents report concerns about their children and the likelihood of educational failure, delinquency, suicide, adolescent pregnancy, and sexually transmitted diseases. They fear the possibility of a fatal accident or homicide striking a child down. Yet two-thirds of them report they are less willing to make sacrifices for their children than their own parents were.

The total time parents spend with their children has diminished by about one-third and perhaps even one-half in the past thirty years. Not only are mothers home much less but there is little evidence that fathers spend more time with their children to compensate. Only about 5 percent of American children see a grandparent regularly. They spend a vast amount of time during their years of most rapid growth and development gazing at the mixture of reality and fantasy presented by television, hanging out in a variety of out-of-home settings, or taking care

of themselves (which often means no care at all). Adolescents increasingly are immersed in a separate "teen culture," lacking adult leadership, mentorship, and support.

It will be necessary to find ways to strengthen families that are now vulnerable and to use other institutions to provide some of the conditions for healthy child development.

Launching Two Generations: The Potential of Prenatal Care

A few years ago, an important study from the Institute of Medicine of the National Academy of Sciences concluded that prenatal care could contribute markedly to the reduction of infant mortality and low birthweight and, more generally, to improved child health. Yet in spite of the fact that good prenatal care can cost less than $1,000 per family, as against the many thousands required for intensive care for a premature or small-for-age baby, too many expectant mothers have no access to such care or they do not know of it. It is a vivid example of missed opportunity and avoidable tragedy.

To prevent such damage, efforts need to be made to identify and reduce the risks to mother and child before pregnancy occurs. Women must be given universal and equal access to high-quality prenatal care, regardless of their economic status. The content of prenatal care must be enlarged to include a strong educational component. Long-term effort must be made to educate the public about the importance of early prenatal care and ways of getting it.

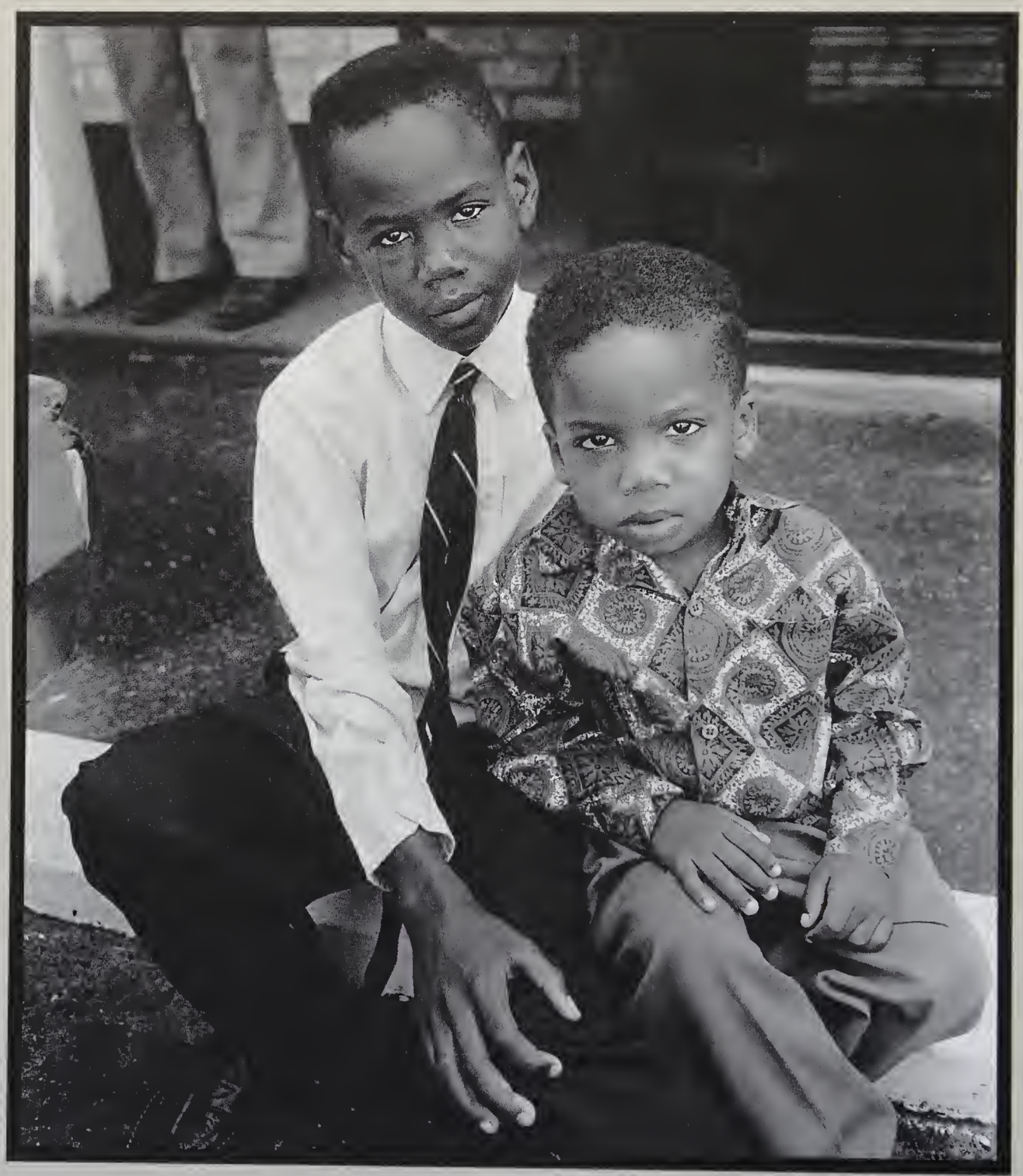
In the past decade, several synthesis reports by highly credible scientific and professional groups have documented the importance of prenatal care, not only for the growing fetus but for identifying paths toward the healthy development of the newborn and for assisting the parents. The National Institutes of Health has prepared the latest of these on behalf of the United States Public Health Service. It provides the basis for new action on prenatal care, a solid foundation for healthy child development, and a program for enlarging opportunities for young mothers, especially in poor communities. The discussion of prenatal care converges around two central questions: What should be the core *content* of prenatal care for all women? How can women be assured of equitable *access* to care?

The Public Health Service report covers three essential components of prenatal care: medical care, education, and social support. It recommends the enrichment of prenatal care by placing more emphasis on preconception and the earliest weeks of pregnancy and on healthy child development, positive family relationships, and family planning.

For women at highest risk — those who are poor, uneducated, or very young — the prospects for a positive change in life associated with the birth of a baby can provide the impetus for other life changes. Most parents want to do well for their children. That inclination can lead to job training, formal schooling, or other education likely to improve prospects for the mother and her new family. Such life enhancement may in the long run lead to improved outcomes for later children and perhaps even grandchildren.

Social Support and Guidance for Young Parents

All too often, adolescent parents who are socially isolated need a dependable person to provide support for their health and education through the months of pregnancy and the ensuing year or so. Where a helper does not exist in the family, there are family-equivalent functions that are being tried in some areas of concentrated poverty. They illustrate ways to organize social support for health and education in various community settings



throughout childhood and adolescence.

Efforts are being made in the United States and in other countries to get poor young mothers into comprehensive prenatal care early and keep them in it so they may take advantage of the opportunities provided. This objective has stimulated innovations that have the potential for addressing not only adolescent pregnancy and prenatal care but other adolescent problems as well.

The Prenatal/Early Infancy Project in Rochester, New York, headed by David L. Olds, is a systematic effort to mobilize social support for pregnant adolescents. It teaches parenting skills oriented toward the growth of competence and self-esteem; it provides health care and education for mother and baby, including programs to enhance the mother's capacity to care for herself; it recruits informal support from boyfriends and family friends; it uses visiting nurses to link pregnant adolescents to agencies that can provide needed services in health, education, and the social environment.

This program builds strength partly by recruiting the informal support of reliable friends and relatives for the adolescent individual, who is typically asked, "Who can you count on for help?" Those so identified are encouraged by the intervention staff to enter into the world of the pregnant adolescent—especially to provide support for maintaining healthy behaviors: to quit smoking, keep weight within appropriate bounds for the pregnancy, and avoid drug intake.

Evaluation of this study is highly encouraging. Beyond the time of the intervention, the young women enjoy greater informal social support, improve their diets more, and smoke less than do similar women exposed to conventional arrangements. On long-term follow-up, it has been shown that the mothers in this program, though poor and unmarried, are much more successful in the work force during the first four years of their children's lives than are their control counterparts. Moreover, they have substantially fewer subsequent births in that time interval. So they are able to focus serious attention on the baby they have and on employment opportunities, instead of following the more familiar pattern, manifested in the control group, of having one baby after another with no respite. Altogether, this ingenious program offers considerable hope about what can be done with respect to poor, unmarried adolescent mothers and at-risk youth in the context of sound, supportive interventions.

Home Visiting for Very Poor Young Parents

Home visiting programs have shown that they can have positive effects on the health and well-being of poor adolescent mothers and their families. The benefits can be long lasting, as demonstrated by the best studied early intervention programs aimed at preventing damage to disadvantaged children.

Home visitors can work with family members to solve problems of housing, food, health, child rearing, child development, and family relationships. Such visitors can help young parents with information, skills, and motivation and open the door to a variety of community resources in health, education, and social services.

Home visits can be effective in teaching parenting skills to high-risk families that are the least likely to come to clinics for prenatal or well-baby care, to participate in parent education classes, to attend parent support groups, or to find quality preschool programs for their children. So this is a multifaceted opportunity to give poor children a decent start and set them on a course out of poverty.

Preventing Damage to Children through Early Health Care

The Ounce of Prevention Fund in Chicago is vigorously tackling the hardest problems of the inner city. Its pediatric care has focused on very poor children, but its emphasis on preventing disease and encouraging healthy lifestyles reflects the best pediatric practice across the entire spectrum of families — poor and rich alike. Indeed, such well-baby care is fundamental to healthy development. In addition to providing immunizations during infancy, pediatricians monitor children's growth carefully to detect nutritional and developmental problems. They provide well-informed guidance and emotional support to help families work toward healthy lifestyles. They answer and also anticipate parents' questions about their children's growth and development, helping them prepare for predictable transitions.

Ideally, a young woman's contact with a pediatrician should begin before a baby's birth so the doctor can reinforce understanding of the risks of alcohol, tobacco, and other nonprescription drugs to the fetus and promote the benefits of breast-feeding for the infant. Establishing this medical relationship can help ease the mother from pregnancy to care of the newborn.

Since pediatricians and other physicians are usually in short supply in poor city neighborhoods, it is essential to enlist the help of pediatric nurse practitioners, home visitors, parent support group workers, and public health workers. They not only provide primary health care services, they guide parents on how to meet the essential requirements for healthy child development and utilize community services.

Community health centers, originally known as neighborhood health centers, have shown over three decades how health care, medical services, and social support can be provided effectively and at low cost in very poor communities.

At present, the nation is seeking to immunize all children against the common infections of childhood. Fewer than half of poor and minority children under age four are fully vaccinated against the preventable infections. Recent outbreaks are traceable to this failure. Linking immunization to child care and preschool education can be helpful in ways analogous to requiring immunization for school entry. A system of comprehensive primary care would be optimal for this purpose and for a wide range of disease prevention activities that logically flow from immunization.

Strengthening Families

Community-based early interventions to strengthen families have been developed and tested in recent decades. They serve a variety of purposes: to augment parents' knowledge and skill in child rearing; enhance their ability to cope with the vicissitudes of child development and family relations; help families gain access to services; facilitate informal support networks among parents; and organize to counteract dangerous trends in the community. They are implemented in poor neighborhoods by agencies that employ paraprofessionals from the community who link with professionals as needed.

Child development research shows that community-based early interventions can help parents become teachers of their own children or at least make clear to them the strong value of intellectual achievement and constructive human relations. They can provide emotional encouragement, cognitive stimulation, and social support.

Other evidence indicates that child care of high quality plus parent education can facilitate an infant's and a child's cognitive and social development in high-risk urban poverty popu-

lations. Adolescent mothers can be helped to go on to higher levels of education, and the effects for younger children in the family can be beneficial. So efforts to build parental competence can be useful for two generations.

This approach is beautifully exemplified by a highly innovative program begun in San Antonio, Texas. Avance is a center-based parent support and education program serving low-income Mexican American families. It has been functioning since 1973, and anyone who has visited it can hardly fail to be impressed. It has two centers in San Antonio, one in a federal housing project, and another in a low-income residential neighborhood. Directed from the start by Gloria G. Rodriguez, a skillful, dedicated, and charismatic leader, it is staffed largely by former program participants, who are trained by core professionals. Parents can enroll their children up to three years of age; all families in the community are welcome; and there is systematic, door-to-door recruitment into the program by the staff.

The core component of Avance is a nine-month parent education program consisting of monthly two-and-a-half-hour sessions. The parents are taught that they themselves can be educators, and they are shown concretely how to facilitate their own children's development. The Avance experience has also highlighted the importance of ancillary services: transportation to the center; home visits to the new parents as a transition to participating in the activities of the center; day care; pleasurable outings; graduation ceremonies as a focus for solidarity and reward for accomplishment; employment training; family planning; education in the use of community resources; driver education. In other words, Avance tries to offer one-stop support in which many needs can be met in one place.

A community survey conducted by Avance in 1980 revealed how badly knowledge was needed in the community: parents were ignorant of their children's developmental needs or how to acquire job skills; they needed help in sustaining hope in the face of long-term adversity, building a sense of control over their lives, and overcoming social isolation. A high incidence of child abuse and neglect among young parents was detected in this survey. The staff used the survey results to focus its program more sharply, emphasizing parents' own development and providing them a basis for self-esteem and perception of opportunity, improved decision-making skills, and specific knowledge of child development. In the latter respect, the staff directly demonstrated and modeled how parents could encourage play, seek points of mutual pleasure between mother and child, and give constructive feedback.

Evidence has accumulated that the program does indeed foster parents' knowledge of child development, increase their hopefulness about the future, enhance prospects in this poor community, decrease punitive approaches to child discipline, and generally improve the mother-child relationship.

Preschool Education

The past few decades have seen an almost incredible upsurge in preschool education for three- and four-year-olds. Head Start and similar opportunities have become symbols of hope. The results have generally been encouraging.

Research shows that preschool education programs such as Head Start do prepare young children, especially those from disadvantaged backgrounds, to enter kindergarten and first grade. They provide health services, involve many parents in their child's education, and open doors to community resources.

Overall, individuals who have been in early education programs like Head Start show better achievement scores in elementary school, are


real rebels

less likely to be classified as needing special education, and have higher rates of high school completion and college attendance than comparable students who were not in preschool programs.

So far, so good. But Head Start alone cannot neutralize a long series of noxious events. It is a valuable part of a development-promotion sequence throughout childhood and adolescence. As in other major transitions, children need special attention to cross the threshold to elementary school successfully. Fortunately, research efforts directed at these early years have given valuable guidance.

Upgrading the Earliest Years of Elementary Education

Innovative efforts and research results show that elementary schools can play a much more constructive role for poor children than they typically do today. An outstanding example is provided by Success for All in the Baltimore city schools. Researchers at Johns Hopkins University working with public school teachers have developed an elementary school experience that can help all children. The program seeks to prevent learning problems by involving parents early and consistently as well as by using high-quality research-based classroom instruction. It utilizes intensive and immediate interventions to address learning problems before they do lasting damage. The program includes preschool education, a full-day kindergarten, a family support team, an intensive reading effort with special tutors, individual academic plans based on frequent assessments, a program facilitator, training and support for teachers, and a school advisory committee that includes parents.

An extensive, systematic evaluation of Success for All has produced interesting results. The earlier that students start the program, the more benefit they obtain. Their academic accomplishment is higher than that of students undergoing traditional instruction. They have fewer behavior problems and better attendance records, and their parents are more likely to become seriously involved in their education. This shows what can be done in very poor communities.

Another elementary school innovation is Dr. James P. Comer's pioneering work, which turned around schools in very bad shape and sustained the gains over almost two decades. Most current education reforms de-emphasize interpersonal factors, focusing on instruction and curricula. The conventional approach assumes that all children arrive at school with adequate preparation to receive instruction and perform well. But for poor minority children from alienated, non-mainstream families, the contrast between home and school has a profound effect on their psychosocial development, impeding their academic achievement. Comer's program addresses that disparity directly. His intervention team consists of a social worker, psychologist, and special education teacher.

The work of Comer and his colleagues at Yale's Child Study Center began in two inner-city New Haven elementary schools in 1968. Their program promoted children's development and learning by building supportive bonds among students, parents, and school staff members. Key ingredients included a multifaceted governance team, a program to involve parents in the school, a mental health team, and a program of life-skills training, especially in social skills useful for opportunities in the mainstream economy.

The students in the two schools at the outset ranked lowest in achievement among the city's thirty-three elementary schools. By contrast, during the past decade they have been among the highest. Attendance rates greatly improved, and serious behavior problems have become rare. A major impact of long-term significance is clear in these and other "Comerized" schools. The program has since been implemented in additional cities, including middle

schools and high schools. Their outcomes have been similar to those of the original New Haven schools. The whole effort has been of authentic inspirational value for national school reform.

Early Adolescence: Lifelong Opportunities

Adolescence is a crucially formative phase of development. It begins with puberty, a profound biological upheaval. This coincides with drastic changes in the social environment, especially the transition from elementary to junior high school or middle grade school. Convergent stressful experiences make this an especially difficult period for young people who lack a perception of opportunity and a basis for hope.

These early adolescent years, ages ten to fifteen, see the formation of behavior patterns in education and health that have lifelong significance. Many patterns are dangerous and need to be recognized: becoming alienated from school and dropping out; starting to smoke cigarettes, drink alcohol, and use other drugs; driving automobiles and motorcycles in high-risk ways; not eating an adequate diet or exercising enough; risking early pregnancy and sexually transmitted diseases; and in some ways worst of all, beginning to use dangerous weapons.

Initially, adolescents explore these new possibilities tentatively. Experimentation is typical of adolescence. Before damaging patterns are firmly established, therefore, there is a vital opportunity for intervention to prevent lifelong casualties. This opportunity is tragically missed in poor communities now.

To meet the essential requirements for healthy adolescent development, we must help adolescents acquire constructive knowledge and skills, inquiring habits of mind, dependable human relationships, a reliable basis for earning respect, a sense of belonging in a valued group, and a way of being useful to others. These basic needs can be met in poor communities by a conjunction of pivotal institutions: family, schools, community-based organizations, the health care system, and the media.

Antidotes to Educational Failure

Adolescents make choices that have fateful consequences both in the short term and for the rest of their lives. These choices affect their health and education and their fate as human beings. Schools and related institutions must help adolescents find constructive expression for their curiosity and exploratory energy, provide them with knowledge and skills to make informed, deliberate decisions, and in other ways put in place the building blocks of a hopeful and competent future. The recommendations of the Corporation-sponsored report, *Turning Points: Preparing American Youth for the 21st Century*, address this challenge in middle grade schools. The report's writers recognized that the schools cannot do what needs doing in the next century without a lot of cooperation from other institutions, and they made strong recommendations for changes in the structure, teaching, and content of middle grade education:

1) Large middle grade schools should be divided into smaller communities for learning so each student will receive sustained individual attention.

2) Middle grade schools should transmit a core of common, substantial knowledge to all students in ways that foster curiosity, problem solving, and critical thinking.

3) Middle grade schools should be organized to ensure success for all students by utilizing cooperative learning and other techniques suitable for this age group.

4) Teachers and principals, not distant administrative or political bodies, should have the

major responsibility and authority to transform middle grade schools.

5) Schools should be environments for health promotion with particular emphasis on the life sciences and their applications; the education and health of young adolescents are inextricably linked.

6) Families should be allied with school staff through mutual respect and opportunities for joint effort.

7) Schools should be partners with various kinds of community organizations in educating young adolescents, including involving them in the experience of community service.

8) Teachers for the middle grades should be specifically prepared to teach young adolescents and be recognized for this accomplishment.

A developmentally appropriate life sciences curriculum teaches students essential concepts in biology, relates these concepts to problems they encounter in their daily lives, and encourages healthy behaviors through the knowledge they will gain about themselves — and what they can do to their own bodies and their own lives, both for better and for worse.

In very poor and depreciated communities, middle schools can carry out some family-equivalent functions — cultivate shared aspirations and mutual aid, pool information, strengthen coping strategies, rally around a student in time of stress, help a child learn to use community resources. They can provide powerful leverage for promoting education and health.

In the transformed middle grade school, the creation of social supports can be done in a variety of synergistic ways: by breaking up large, impersonal institutions into houses or schools-within-a-school and having a durable homeroom in which each day is started; by implementing cooperative learning, peer tutoring, community service programs, team teaching, a reliable advisory system, and systematic parental involvement; and by relating schools to community organizations. All these would contribute to sustained individual attention in a supportive group that fosters education and health.

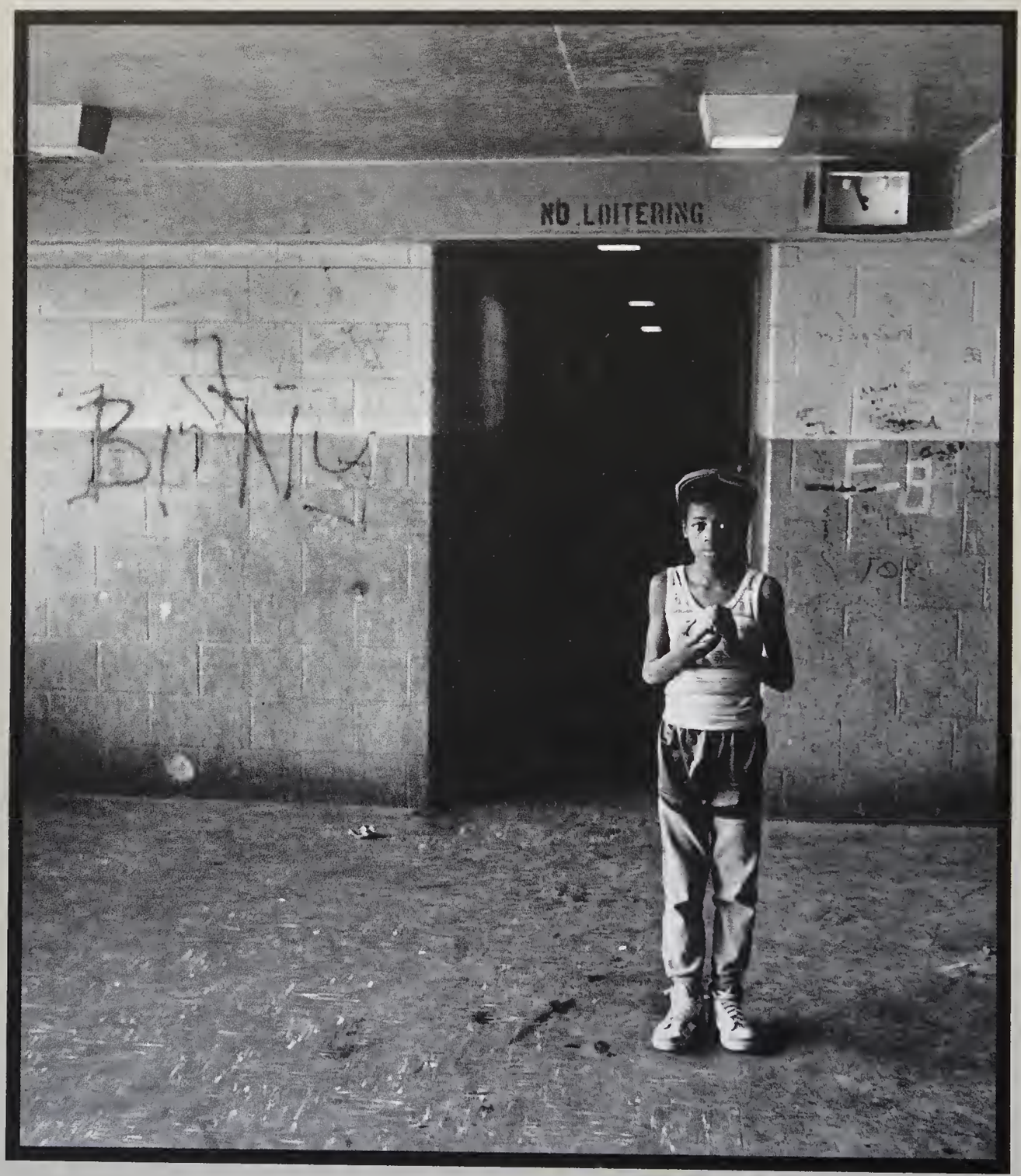
Summer school also offers disadvantaged children valuable opportunities. Research suggests that the more intensive the summer school experience, the more substantial the student's gain. Poor children tend to lose their academic gains over the summer. Having them attend school consistently can make an important difference for them. It turns out that the most useful program for disadvantaged children is simply to read regularly. Research focusing on sixth graders at the end of elementary school found that summer reading can improve reading performance regardless of socioeconomic background.

Community Support

Across the nation, most communities have programs that offer recreation or support or teach skills to youngsters. Youth agencies serve about 25 million young people annually and thus are second only to the public schools in the extent of their influence. They offer some advantages over the schools. They are free to experiment, they can reach children early, and they typically work in small groups with ten to fifteen young people at a time.

Youth-oriented churches offer several innovative approaches to educating the disadvantaged. Many organizations within poor communities have found ways to build dependable support for children beyond what their families provide. Thousands of community organizations across the nation have strong potential for facilitating education and healthy development.

A variety of minority organizations provide mentors from similar backgrounds for inner-city youth. Minority college students in some


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programs devote three of their evenings a week to tutoring and recreation and help youngsters gain experience accessing community resources and developing social skills. These activities are generally attractive to adolescents and may combine entertainment with education. There is a recurring emphasis in such efforts on forming constructive human relationships, providing models of accomplishment and success, developing skills pertinent to the mainstream economy, building self-esteem, and seizing real opportunity.

Community service can have special value for disadvantaged minority youth by moving them beyond the constraints of the inner city, helping them make a valued social contribution, developing employable skills, and building their self-esteem through solid accomplishment.

Since lack of employment opportunities looms so large in the lives of disadvantaged minority families, there needs to be a stronger link between education and job prospects. One option is to offer minority students part-time or summer jobs as a strong incentive to stay in school. Indeed, some educators propose the creation of paid work-study programs in which the student's pay is made contingent on performing satisfactorily in school. But perceiving job opportunities is just the first step; disadvantaged students also need help in acquiring essential practical skills: job searches, job training, and appropriate on-the-job behavior. On-the-job training and counseling also enhance students' prospects for adapting successfully to the world of work.

Antidotes to Drug Abuse

Education to prevent substance abuse has made a start in recent years but has a long way to go. It must cover *all* schools, regardless of socioeconomic status, starting in late elementary school, going on to junior high or middle school, and continuing through high school. It must reach *beyond* the schools to cover the entire community. In this respect, lessons learned from adult cardiovascular disease prevention efforts in several countries can be helpful. These efforts combine broad public education with extensive community organization for health. They deliver their message through schools and media and community organizations in ways that suit particular cultural circumstances, so that the messages will be clear, pertinent, and fully intelligible.

Researchers in several countries have carried out experimental programs for adolescent students to prevent the use of cigarettes, alcohol, and other drugs. Overall, the results show it is feasible to diminish substantially the use of gateway substances in early adolescence. Furthermore, this can be done in a way that enhances personal and social competence. Much more data will soon become available on the applicability of this approach to poor minority students. So far, the results of such research efforts indicate that there are clearly beneficial effects for disadvantaged populations, especially if education is linked with social supports for education and health.

A fundamental underpinning for adequate understanding of drug abuse can be provided by the life sciences, especially in the middle grade schools. To make good use of this vital information, students need better skills in decision making, including the capacity to draw upon information carefully, to avoid jumping to conclusions, to be deliberate in considering the meaning of the information for one's own life. Thus, the decision-making component of life-skills training is very important for this purpose. Indeed, it should be considered a special branch of the movement toward critical thinking skills that is so much a part of science education and basic education reform at the present time.

The social skills component of life-skills

training also is important in teaching youngsters to be assertive without being hyperaggressive; to negotiate in human relationships; to achieve at least a substantial part of what they want without disrupting important relationships; and to resist pressure to engage in destructive behaviors. Such social skills have many uses, but they certainly are pertinent to the capacity to navigate the stormy waters of adolescence without becoming dependent on drugs. Social support networks for health and education are as crucially significant in the drug context as elsewhere — especially in the setting of the transformed middle grade school.

Lessons learned from cardiovascular disease prevention programs demonstrate how important is the role of the media. We have only scratched the surface on the constructive uses of the media as an educational system in this context and in others.

The capacity of community organizations to help with this problem is also at an early stage of development, especially in poor neighborhoods. For many young people, using or selling drugs seems an attractive path to adult status. But alternate paths must be constructed, and nowhere more so than in deeply impoverished communities. Community-based organizations can provide a sense of belonging in a valued group that promotes constructive alternatives to drugs and violence.

Altogether, in school and out, we have to find ways to help adolescents build competence, earn respect, join a group of friends capable of resisting pressure to use drugs, and delineate a vision of an attractive future. An important part of this in poorer communities has to do with economic prospects: *early* opportunities must become visible to young people before the drug pathway becomes firmly established.

Antidotes to Violence

In my lifetime, the common mode of fighting in urban poverty settings has gone from fists to knives to pistols to semiautomatic weapons. In the path we are on, it may well be fully automatic weapons before long — with a capacity for wreaking slaughter beyond reason and imagination. Surely there is a better way.

Adolescent violence is as much a public health concern as other behavior-related health problems are, and what works for the latter may be applicable to the former. Teenagers' tentative exploration of new possibilities offers an opportunity to develop alternatives to violent responses. With the goal of reducing fights, assaults, and intentional injuries among adolescents, violence prevention programs train providers in diverse community settings in a special curriculum; they then translate this curriculum into concrete services for adolescents and enlist the support of the community in preventing such violence. The four principal components of these programs are curriculum development, community-based prevention education, clinical treatment services, and a media campaign. Violence prevention efforts of such a systematic and extensive sort are very recent. Evaluation is under way. We must provide solid, hopeful alternatives to the violent behavior that so often arises from empty lives and shattered families.

High-risk youth in impoverished communities urgently need social support networks and life-skills training. These can be created in a wide range of existing settings, such as school sports, school-based health clinics, community organizations, mentoring interventions, home-visiting programs, and church-related youth activities. To be successful, they must have a dependable infrastructure and foster enduring relationships with adults as well as peers. There is potential in this approach even to provide constructive

alternatives to violent groups.

As social support systems have become attenuated with the recent upsurge of family and community disruptions, the explicit teaching of social skills in schools and community organizations has become crucial. One important category of social skills is constructive assertiveness. Adolescents have to learn how to be assertive in taking advantage of opportunities—that is, how to use community resources such as health and social service agencies or job-training opportunities.

Another aspect of assertiveness is how to resist pressure or intimidation to use drugs or weapons without spoiling relationships or isolating oneself. Yet another aspect is nonviolent conflict resolution—assertiveness to achieve personal and social goals in ways that make use of the full range of nonviolent opportunities.

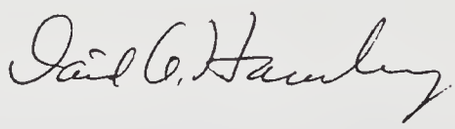
A variety of innovative efforts have sought ways to construct dependable one-on-one relations over an extended time between an experienced, caring adult and a shaky adolescent. The findings indicate a nationwide trend to view mentoring as a powerful way to provide adult contacts for adolescents who are otherwise largely isolated from adults. These programs help adolescents prepare for social roles that can earn respect and encourage them to persist in education. The mentor is expected to provide support, guidance, and concrete assistance as the adolescent goes through a difficult time, enters a new situation, or takes on substantial new tasks. It is useful for the mentoring program to be integrated with other resources that are available in the community. Particularly for high-risk youth, where problems tend to cluster, the connection with education, health, and social services may be crucial.

Overall, work in this field indicates that effective mentoring can improve the social chances of poor adolescents by supporting them in their efforts to move ahead in education and in health, by encouraging new patterns of behavior that fit the emerging circumstances of adolescent development, by providing a tangible perception of opportunity and steps toward the fulfillment of that opportunity, by sharing experiences of pleasure and stimulating curiosity around those experiences, and by providing some tangible resources as well as coping skills.

Concluding Comment

The American population is one of the most heterogeneous in the world. Somehow, we have learned to live with each other reasonably amicably and with mutual respect, even across cultural divides. A great national experiment in education and health to bring all American groups into the mainstream of opportunities would suit our nation as we turn the corner into a new century.

This field is not a morass. There are many useful, constructive interventions that could be mounted across this country. It will require national leadership, long-term vision of what we really want this country to become, and long-term follow-through. That in turn requires mobilization of public opinion. Only with broad public support can the problems of disadvantaged children be effectively solved—and in the process improve the quality of life for all. If we can do that, we will have left our nation the greatest legacy it could possibly have and made it an inspiring example for the whole world.



President

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The Year in Review

Grants and Appropriations

In keeping with its mandate to promote "the advancement and diffusion of knowledge and understanding," the Corporation makes grants for projects that are broadly educational in nature, though not necessarily concerned with the formal education system. Currently the Corporation has three major areas of concentration: Education and Healthy Development of Children and Youth; Strengthening Human Resources in Developing Countries; and Cooperative Security. A fourth area, Special Projects, consists of grants that do not fit easily into these categories. Descriptions of each program area and supported projects are provided on pp. 33 through 110. Grants of $25,000 or less are noted on pp. 58, 81, 100, and 109. A list of selected publications and nonprint materials resulting from grants may be found on p. 111.

During the year 1991–92, the trustees approved 272 grants and six appropriations for projects administered by the officers, totaling $48,436,440. Eighty-one grants were made to 50 schools, colleges, and universities; 191 grants were made to 152 other organizations and one individual.

Five appropriations made in the past year were for operating programs of the Corporation. The twenty-eight-member Carnegie Task Force on Meeting the Needs of Young Children is expected to produce recommendations by 1994 on ways the nation can help families ensure that all children have a healthy start.

The Carnegie Council on Adolescent Development, operating since 1986, has the aim of promoting healthier and more educationally successful adolescents. The Corporation's Middle Grade School State Policy Initiative, which awards grants to states to promote education reform, grew out of the Council's work.

The final report of the Carnegie Commission on Reducing the Nuclear Danger, cochaired by McGeorge Bundy, Admiral William Crowe, and Sidney D. Drell, will be published in late 1993 by the Council on Foreign Relations.

The Carnegie Commission on Science, Technology, and Government, founded in 1988, is recommending changes in the ways that government at all levels utilizes science and technology advances in its operations and decision making.



Education and Healthy Development of Children and Youth

The educational achievement of children and youth must improve dramatically if the United States is to meet the challenges of a science-based world economy and the demands of citizenship in a culturally diverse society. This is a major premise that has driven much of education reform in the past decade and that underlies the Corporation's grant program, Education and Healthy Development of Children and Youth. A second premise is that educational achievement and healthy development are inextricably linked.

The program focuses on children and youth up to the age of fifteen. It is concerned especially with improving the education of disadvantaged and minority youth, who will make up an increasing proportion of the student population in the years ahead.

There are four main areas of concentration. In early childhood, grants are made to improve the quality of child care and early education and to underwrite projects aimed at ensuring a child's successful transition to the early elementary grades. In addition to its high-level task force study of the first three years of life, the Corporation is financing several projects that are endeavoring to improve the availability and the quality of child care services and to examine the relationship between costs and effects.

A second area of primary interest is young adolescents. The Corporation seeks to improve their educational achievement and to encourage comprehensive approaches to the prevention or reduction of adolescent health problems associated with school failure — adolescent pregnancy, drug abuse, and violent behavior. Several projects are supporting or examining school- and community-based services. A major initiative is the Carnegie Council on Adolescent Development, which is attempting through sponsored studies, conferences, and reports to stimulate greater public support for policies and programs to promote healthy adolescent development and higher-quality education. Its influential report on middle grade school reform, *Turning Points,* has been succeeded by a second report, *Fateful Choices,* which examines the information, skills, and services needed to improve the health of the nation's adolescents.

In the subprogram on education reform, the Corporation supports some aspects of the movement for more effective education, including changes in the education profession, analysis of various forms of school restructuring, and establishment of linkages between schools and other institutions. One long-term undertaking is the National Board for Professional Teaching Standards, which was established in 1987 to set national standards for the recognition of excellence in teaching.

In science education, the Corporation supports curriculum development projects and the dissemination of programs that encourage the study of science and mathematics among minority-group members and girls, who are greatly underrepresented in these fields.

Carnegie Task Force on Meeting the Needs of Young Children
437 Madison Avenue, New York, NY 10022

One-year appropriation of $300,972 administered by the officers of the Corporation

In the United States, it has long been assumed that families alone can give their children a healthy start in life. But in the face of high divorce rates, a growing incidence of single parenthood, and the majority of women with children under three working outside the home at least part time, public awareness has grown that many families need additional support to raise their children. To help develop a consensus for public action for ensuring the healthy development of all children in the first three years of life, the Corporation established the Carnegie Task Force on Meeting the Needs of Young Children in October 1991.

The task force, whose twenty-eight members include corporate leaders and experts on child development, education, health, social support, law, government, and the media, will shape a broad plan for helping families nurture their young children and for reducing the number of serious casualties in the first few years. By early 1994 the task force expects to produce a report detailing promising strategies and ways they may become more widely available through public policy and private endeavor. Richard W. Riley, former governor of South Carolina, is chair; Linda A. Randolph, a public health specialist and professor on assignment from the Mount Sinai School of Medicine, is executive director. This appropriation provided for the first year of the task force's operation.

Yale University
The Bush Center in Child Development and Social Policy, 310 Prospect Street, New Haven, CT 06511-2188

Three-year grant of $675,000 toward the Quality 2000 Initiative for the Advancement of Early Care and Education

At the present time early child care and education services are a hodgepodge of programs that do not all meet the developmental needs of young children. Staff training and compensation are often inadequate, and the staff turnover rate is high. Those children who stand to benefit the most from effective early intervention are often unable to participate in the few good programs that exist. The field as a whole lacks strategies for attaining higher quality.

Sharon Lynn Kagan, senior associate at the Bush Center in Child Development and Social Policy at Yale University, and Deborah Phillips, a developmental psychologist at the University of Virginia, are organizing a multidisciplinary group of nationally recognized experts to consider the quality of early childhood programs. Group members plan to examine and synthesize existing information, establish clear goals and a program of action for the field, and stimulate innovative projects to spur public policy. They are concentrating on the definition of quality, options for government action, a model regulatory framework, staff training issues, alternative financing mechanisms, and accountability measures. The initiative's commissioned papers, task force reports, and meetings will be organized into a book outlining specific strategies for improving the quality of early education and child care by the year 2000.

National Conference of State Legislatures
1560 Broadway, Suite 700, Denver, CO 80202

Two-year grant of $400,000 toward information and technical assistance on early childhood education and child care policy for state legislatures

The National Conference of State Legislatures' Child Care/Early Childhood Education Project used previous Corporation support to provide state legislators in seven states with the essential research and analysis needed to bring about improved child care and early education policies and programs. The current grant is enabling the project, under the direction of Catherine Sonnier and Shelley L. Smith, to provide such assistance to an additional six states. Special attention is being paid to ways of increasing staff compensation and professional development opportunities; improving the coordination of planning, program development, and services; and fostering public-private partnerships to expand the supply of affordable, high-quality child care. There will be an invitational symposium for fifty-five of the legislators from the states receiving assistance and a variety of training sessions for legislators from around the country.

Two publications on early childhood programs are to appear in 1993 — one analyzing existing legislation in all fifty states, the other reporting on financing, staff development, and program coordination strategies for achieving high-quality services. These will be distributed to key state legislators and their staffs nationwide. Additional funding is provided by the Foundation for Child Development.

University of Colorado, Denver
Department of Economics, Campus Box 181, P.O. Box 173364, Denver, CO 80217-3364

Twenty-one-month grant of $300,000 toward a study of the costs and quality of child care programs

Despite increased state and federal spending on child care and early education over the past fifteen years, little study has been made of whether these investments are providing high-quality care at reasonable cost. Economic analyses of the effective use of public funds for child care have rarely figured in legislative debates or the design of local programs.

This grant is supporting a multidisciplinary analysis of the relationship between expenditures and their actual impact on children. Under the direction of economists Suzanne W. Helburn and John R. Morris, a multidisciplinary research team is collecting comprehensive data on 400 child care centers operating in four states — California, North Carolina, Colorado, and Connecticut. The purpose is to determine the economic factors that influence child-care costs and, ultimately, quality.

At each site local experts in early childhood education are collecting data on costs and financing, including all public and private subsidies. They are making direct observations of the classroom setting and of child and caregiver interactions and also assessing staff training and experience, the ratio of staff members to children, staff turnover rates, management quality, and materials and facilities. Study findings of the cost-benefit relationship will be disseminated in a final report, with articles published in professional and popular journals.

Congress of National Black Churches
1225 Eye Street, N.W., Suite 750,
Washington, DC 20005-3914

Three-year grant of $530,000 toward church-based educational programs for children and families

Yale University
The Bush Center in Child Development and Social Policy, 310 Prospect Street, New Haven, CT 06511-2188

Two-year grant of $307,000 toward development of a comprehensive model of school reform and services for families of children from birth to age twelve in the Norfolk, Virginia, public schools

The Congress of National Black Churches, established in 1980 to foster cooperation among the historically black religious denominations, now includes more than 65,000 churches representing more than 22 million African Americans. Since 1985 the Corporation has made several grants to the congress in support of Project SPIRIT, an interdenominational after-school program operating in five inner-city churches in each of six cities: Savannah, Atlanta, Kokomo, Indianapolis, Oakland, and Washington, D.C.

The program thus far has served more than 2,000 children, ages six to twelve, with tutorials aimed at strengthening their skills in reading, writing, and arithmetic and in building their self-worth. It also organizes Saturday programs for parents and children and provides parent education programs stressing child development, parent-child communication, discipline, adolescent problems, and financial management.

With this grant Project SPIRIT is expanding to nine more cities. Under the direction of Vanella A. Crawford, the project's training, certification, and management procedures for churches will be refined, and a new evaluation of the program will emphasize educational outcomes. Other funding comes from the Lilly Endowment, the William Randolph Hearst Foundation, and the Coca-Cola Company.

In 1991 the National Task Force on School Readiness, convened by the National Association of State Boards of Education with Corporation support, recommended that health, child care, and family support programs be available to young children before they enter school and that elementary schools give greater attention to child development. Edward F. Zigler, director of the Bush Center in Child Development and Social Policy at Yale University, and James P. Comer, a professor of child psychiatry at Yale, have each devised nationally recognized strategies that serve these goals. Zigler's model, known as the School of the 21st Century, offers school-based day care for preschoolers and before- and after-school and vacation care for school-age children. It also conducts home visits and provides support and training to neighborhood family day care providers. Comer's model, the School Development Program, seeks to build an active partnership of school staff and pupils' parents by bringing them together to agree on the school's academic goals and how to achieve them.

With this grant, Zigler and Comer, together with administrators and a research team, are blending aspects of the two models at a predominantly low-income elementary school in Norfolk, Virginia. The research team is headed by Matia Finn-Stevenson, associate director of the Bush Center, which monitors the development and implementation of School of the 21st Century programs, and Edward Joyner, director of the School Development Program.

Committee for Economic Development
477 Madison Avenue, New York, NY 10022

Three-year grant of $300,000 toward a program in education and child development

Previous Corporation grants have supported the Committee for Economic Development (CED), an independent research and education organization of 200 business executives and educators, in its work on behalf of children at risk of educational failure. In three reports, *Investing in Our Children*, *Children in Need*, and *The Unfinished Agenda*, CED has documented the needs of disadvantaged children and recommended early and sustained intervention, beginning with prenatal care and continuing with fundamental school reform, to promote healthy development for the young.

CED has also issued two related policy reports: *An America that Works*, which discusses the impact of demographic change and its implications for the American work force, and *Business Impact on Education and Child Development Reform*, an analysis of business's role in furthering program improvements for children.

This grant supports the publication of two new studies. The first report, *Education before School: Investing in Quality Child Care*, will be issued in 1993. The second, to be released in 1994, is *Building a Nation of Leaders: How to Govern Education for High Performance.* Both will be produced under the direction of Sandra Kessler Hamburg, CED's vice president and director of education studies. CED will follow up the releases with outreach and dissemination activities.

National Council of Jewish Women
53 West 23rd Street, New York, NY 10010

Two-year grant of $200,000 toward research on the Home Instruction Program for Preschool Youngsters

Family support and parent education programs have grown rapidly in the past decade. With the recent establishment of national education goals, some programs are beginning to emphasize the preparation of preschool children for early academic success. The Home Instruction Program for Preschool Youngsters serves parents who have limited formal education and their four- and five-year-old children. In 1991 the program reached more than 8,000 economically deprived families in fifty-eight urban and rural communities.

A prior Corporation grant enabled the National Council of Jewish Women to set up a research consortium to assess the effectiveness of the program across its many sites. Led by Chaya S. Piotrkowski, a clinical psychologist who directs the council's Center for the Child, and Robert Halpern, a developmental psychologist from the Erikson Institute for Advanced Study in Child Development, the consortium is conducting in-depth case studies in Arkansas, Michigan, New York, and Texas. The research team is examining such issues as adaptations to fit local needs, challenges for families in which English is a second language, and models of parenting and learning conveyed to parents and children. The council plans to sponsor a symposium of researchers and program experts to discuss the case studies and to publish a research monograph incorporating the symposium discussion.

Children's Defense Fund
25 E Street, N.W., Washington, DC 20001

One-year grant of $200,000 toward support of "Leave No Child Behind," a public education and community mobilization media campaign

This grant supports efforts by the Children's Defense Fund, the nation's premier child advocacy organization, to conduct a media campaign called "Leave No Child Behind." Its purpose is to educate and mobilize the public toward putting children first on the nation's political agenda. The campaign has promoted the idea that every child should be given a healthy start with prenatal and maternity care, immunizations, and care if sick or disabled. Children should gain a head start with high-quality preschool education and child care and a fair start through more favorable tax policies to ensure that every poor and middle-income family receives a minimum level of income security.

The campaign features radio, television, and print advertisements, public service announcements, informational packets and follow-up actions, meetings with key leaders and concerned groups, state reports on the plight of children, and assistance to local organizations. The campaign targets ten states — New York, California, Texas, Florida, North Carolina, Minnesota, Illinois, Michigan, Iowa, and Pennsylvania. The Robin Hood Foundation, the John D. and Catherine T. MacArthur Foundation, and The New York Community Trust also support the campaign.

Carnegie Council on Adolescent Development
2400 N Street, N.W., Washington, DC 20037-1153

One-year appropriation of $1,337,945 administered by the officers of the Corporation

The Carnegie Council on Adolescent Development, headed by the Corporation's president, was formed with Corporation funds in 1986 to generate public and private interest in measures to prevent damaging problems in adolescence and to promote healthier adolescent development. The council seeks to consolidate the best available knowledge, bring the results to the attention of policymakers, and identify needed research on neglected issues. Over the years the council has focused its attention on the education and health of adolescents, the potential of voluntary organizations to support youth, issues related to the prevention of violence and injuries among adolescents, and the role of the media in adolescents' lives. In April the council and the Corporation cosponsored a national conference on the crisis in adolescent health.

Among recent reports to emerge, in part from the council's work, is the three-volume 1991 report *Adolescent Health,* by the Office of Technology Assessment (OTA) of the U.S. Congress. Anticipated is a new book on adolescent health promotion, to be published by Oxford University Press, and a report of the Task Force on Youth Development and Community Programs. The council's final report will share lessons learned from efforts to raise a neglected but crucial period of life higher on national and state policy agendas. Ruby Takanishi, a specialist in child development and social policy, is executive director.

Middle Grade School State Policy Initiative

One-year appropriation of $389,561 administered by the officers of the Corporation

In June 1989 the Task Force on Education of Young Adolescents of the Carnegie Council on Adolescent Development released its report, *Turning Points: Preparing American Youth for the 21st Century*. The report urged far-reaching changes in middle grade schools' organization and management, curriculum, classroom practices, student grouping, and teacher education and certification and advocated linkages to health and other supportive agencies.

Subsequently, the Corporation established the Middle Grade School State Policy Initiative, a three-year competitive program of grants primarily to state education departments wishing to institute reforms that are in keeping with the recommendations contained in *Turning Points*. In 1990, twenty-seven states received fifteen-month grants of up to $60,000 each, an amount matched by state funds. In fiscal 1992 fifteen states received two-year continuation grants (see next entry).

Many of the states' projects are building on existing middle school reform programs. The Corporation has contracted with the Council of Chief State School Officers, headed by Gordon M. Ambach, to provide the grantees technical assistance in implementing their projects and monitor progress toward their goals.

Middle Grade School State Policy Initiative

Fifteen two-year grants toward implementation of state policy reforms in middle grade education

Of the states receiving grants to conduct middle grade reforms in 1990, the following fifteen have been awarded continuation grants, matched by state funds. The recipients were chosen on the basis of their projects' demonstrated performance during the first year of the initiative, relevance to the circumstances of middle grade education in the state, potential effect on disadvantaged youth, support of key state and local leaders, and fiscal and political feasibility.

State of Alaska, Department of Education	$50,000
Arkansas Department of Education	$180,000
California Department of Education	$120,000
Colorado Department of Education	$120,000
Connecticut State Department of Education	$141,000
Illinois State Board of Education	$180,000
Indiana Department of Education	$50,000
Maryland State Department of Education	$120,000
Massachusetts Department of Education	$180,000
University of New Mexico	$120,000
North Dakota Department of Public Instruction	$180,000
Rhode Island Department of Elementary and Secondary Education	$50,000
South Carolina Education Improvement Act Select Committee	$180,000
Texas Education Agency	$180,000
Vermont Department of Education	$180,000

The Tides Foundation
1388 Sutter Street, Tenth Floor, San Francisco, CA 94109

Two-year grant of $675,000 toward the creation of a center for media information exchange

The relationship of violent behavior among young people to the violence portrayed in popular culture is a matter of debate. What is indisputable is that the average child with a videocassette recorder will have watched upwards of 32,000 murders and 40,000 attempted murders by the time he or she reaches the age of eighteen. Movie and television scripts often attempt to justify aggressive behavior and show violence as the preferred means of resolving disputes or conflicts. With this grant, Marcy Kelly, former media director of the Center for Population Options, has established a new center for media information exchange called Mediascope, located in Hollywood. The aim is to educate and sensitize the film and television industry to the effects on children of media depictions of violence and to encourage the creation and adoption of guidelines for a more responsible approach.

A project of the Tides Foundation, the center will encourage the exchange of information between researchers and industry professionals, conduct seminars and workshops each year on some aspect of violence and the media, and publish its own articles and summaries of media research. Some of the center's programs will be presented in partnership with the American Film Institute.

University of Colorado Foundation
Institute of Behavioral Science, Campus Box 442, Boulder, CO 80309

Two-year grant of $600,000 toward a Center for the Study and Prevention of Violence

In conferences on the problems of youth violence held in recent years by the Corporation and the Carnegie Council on Adolescent Development, participants found that research on the causes of violent behavior and interventions to prevent and treat it tend to be discipline based and isolated. Many programs are neither well informed nor grounded in current research or best practices. There are no networks through which investigators, policymakers, and practitioners can share information. No existing prevention and treatment programs have been rigorously evaluated.

This grant supports establishment of a Center for the Study and Prevention of Violence within the Institute of Behavioral Science at the University of Colorado, Boulder, to serve as a locus for an interdisciplinary approach to the study of violence and as an information exchange about the causes of violence and the effectiveness of interventions. Directed by Delbert S. Elliot, the center will provide a clearinghouse for literature, assist researchers and policymakers in the development of knowledge and programs, prepare position papers, and conduct basic research.

Education Development Center
55 Chapel Street, Newton, MA 02160

Two-year grant of $248,500 toward a national network of violence prevention practitioners and evaluators

Building on its recent work in violence prevention with the Corporation and the Carnegie Council on Adolescent Development, the Education Development Center is establishing a national network of practitioners and evaluators dedicated to preventing or reducing adolescent violence. Over the next two years the network, directed by Renée Wilson-Brewer, an expert in violence prevention who is based at the center, will seek to improve the development, implementation, evaluation, and dissemination of workable interventions.

The network staff plans to hold an annual meeting aimed at creating a sense of community among participants, enhancing network member skills and encouraging collaboration across disciplines. The meetings will offer network members the opportunity to share and improve proficiency in coalition building, advocacy, and fund-raising and to address the connections between violence and substance abuse, child abuse, and domestic violence.

The center will produce a newsletter for network members and, jointly with the Center for the Study and Prevention of Violence at the University of Colorado, prepare a handbook for the evaluation of violence prevention programs.

WNYC Foundation
WNYC Communications Group, One Centre Street, New York, NY 10007

One-year grant of $200,000 toward production and educational outreach for "In the Mix," a national public television series for teenagers

Radio, television, recorded music, and music television are not only socializing influences on adolescents, they have become major sources of information and advice for the young. "In the Mix," a pilot video series produced by WNYC-TV, the public television station of the City of New York, features segments of general interest on AIDS prevention, nutrition, sports, and consumer advice. Four key topics are highlighted: health; schools, jobs, and careers; communication and relationships; and role models.

This grant is enabling WNYC-TV to produce thirty-nine one-hour weekly programs beginning in the fall of 1992 and to conduct outreach to inform teenagers, teachers, health workers, and parents about the series and its potential use. WNYC-TV also plans to study the impact of the program on teenagers' knowledge and behavior, using such techniques as a toll-free telephone number to elicit viewer reactions. The Pew Charitable Trusts, the Ford Foundation, and several other foundations also provide support.

Meharry Medical College
1005 D.B. Todd Boulevard, Nashville, TN 37208

Two-year grant of $550,000 toward support of a community-based pregnancy prevention program for adolescents

In 1986 Meharry Medical College faculty members used Corporation support to begin a demonstration program titled "I Have a Future," for preventing pregnancy among teenagers in two low-income housing projects in Nashville.

Set in a context of broader life options, the program offers girls and boys comprehensive health services; computer-based education that promotes literacy while teaching health and personal responsibility; vocational assessment, training, and placement; and social, athletic, and recreational activities partly organized by teenagers themselves. Parents are referred to health services and offered training in parent effectiveness, stress management, conflict resolution, and substance abuse prevention. The program is managed by community-based counselors with help from health professionals and an evaluation team.

With this final grant, staff members will continue these services while analyzing their effects on adolescent health-related behavior, self-concept, school attendance and achievement, and family functioning. The results will be compared with those of a control group of adolescents from two similar housing projects in another part of the city. Dean Henry W. Foster, Jr., directs the program, which has also received support from the William T. Grant, William and Flora Hewlett, and Henry J. Kaiser Family foundations, Bill and Camille Cosby, and the state of Tennessee.

Council of State Governments
Southern Governors' Association, Hall of the States, 444 North Capitol Street, N.W., Suite 200, Washington, DC 20001-1572

Two-year grant of $372,000 for a center on adolescent pregnancy prevention for the southern region

The Southern Governors' Association and the Southern Legislative Conference, both operating under the umbrella of the Council of State Governments, formed the Southern Regional Task Force on Infant Mortality in 1984. To date, the task force has published three research reports. *Adolescent Pregnancy in the South* noted that a large percentage of babies with health problems are born to southern girls age seventeen and under. *Breaking the Cycle* identified roles for government and the private sector in family life education, adolescent health services, improved education, and employment. *Mandate for Leadership* discussed barriers to the development of public policy and to the allocation of funds for dealing with the problem of infant mortality.

In 1990 the task force established the Southern Center on Adolescent Pregnancy Prevention to address the information, training, and technical assistance needs of southern governors and their staffs, of state legislators, and of state-level advocacy groups. This grant is enabling the center to continue building support for public action through the organization of consensus-building assemblies and the training of state representatives to provide a wide range of technical assistance to local communities. The Charles Stewart Mott Foundation also supports the center.

Alan Guttmacher Institute
111 Fifth Avenue, New York, NY 10003

Two-year grant of $250,000 toward research and a report on teenage sexuality, pregnancy, and childbearing in the United States

The Alan Guttmacher Institute conducts research on fertility and reproductive health and monitors public policies in these areas. With Corporation support, the institute in 1987 surveyed teachers and education policymakers across the United States about sex education and policies governing its availability in the nation's schools. The institute's 1989 publication, *Risk and Responsibility: Teaching Sex Education in America's Schools Today*, has spurred nationwide reforms in the implementation of sex education programs. Under this grant, the institute is analyzing census and other national data to produce a comprehensive update of trends in sexual activity, sexually transmitted diseases, pregnancy, and childbearing among teenagers and of policies and programs to deal with them.

The researchers, who are studying young males as well as females, are tracing differences in behavior in early, middle, and late teenage years, providing state-by-state comparisons, noting past trends and recent changes in reproductive health concerns and services, and making comparisons with other developed countries. They are also drawing on current knowledge about other high-risk behaviors, such as substance abuse.

The findings will be presented in a chartbook for dissemination to policymakers and the public. Complimentary copies will be distributed to key health and education professionals, policymakers at all levels of government, and journalists.

National Coalition of Hispanic Health and Human Services Organizations
1501 Sixteenth Street, N.W., Washington, DC 20036-1401

Eight-month grant of $75,000 toward research on pregnancy prevention programs for Hispanic adolescents

Pregnancy and birth rates for Hispanic adolescents, while lower than those for black adolescents, have climbed steadily in the past decade. In 1990, with grants from the Corporation and the Ford Foundation, the National Coalition of Hispanic Health and Human Services Organizations, with a membership of more than 500 individuals and groups, launched a pregnancy prevention project surveying national and local organizations to identify and prepare a directory of adolescent pregnancy programs targeted to Hispanic teenagers. Staff members also interviewed community leaders to learn whether existing programs are adequately responding to pregnancy problems in Hispanic communities.

The coalition convened an advisory group of Hispanics and non-Hispanics knowledgeable about teenage pregnancy to develop training and assessment tools that would make it possible for local communities to do their own evaluation. This grant is enabling coalition staff members to refine the assessment kit for use by local programs and, with the help of a consultant, conduct follow-up telephone interviews to learn how to enhance the effectiveness of the directory of pregnancy prevention programs prior to revising it. The coalition is also receiving continued support from the Ford Foundation.

Center for Population Options
1025 Vermont Avenue, N.W., Suite 210,
Washington, DC 20005

Two-year grant of $250,000 toward services to school-based health clinics

More than 300 adolescent health centers operate in or near junior and senior high schools in medically underserved neighborhoods. These centers endeavor to deliver high-quality health care and to educate and counsel teenagers about preventive health and healthy behavior. Core services include treatment for minor illnesses, dental screening and treatment, physical examinations, mental health care, drug abuse and nutrition counseling, and family planning and counseling.

In 1985 the Center for Population Options established the Support Center for School-Based Clinics to strengthen these programs and broaden their support. As the nation's primary technical assistance and information resource on school-based and school-linked clinics, the center encourages clinic administrators to provide health and sexuality education, peer counseling, and youth-at-risk and dropout prevention programs. This grant renews previous Corporation support, enabling staff to conduct case studies of the clinic networks in three states and survey clinics' relationships to schools and local communities. The staff is also organizing regional training programs and expanding relationships with other national organizations interested in advocating health care in the schools. Additional support comes from the Andrew W. Mellon Foundation.

Columbia University
School of Public Health, 60 Haven Avenue,
B-3, New York, NY 10032

Twenty-one-month grant of $400,000 toward development of model comprehensive health and education services in junior high schools

The Center for Population and Family Health at Columbia University has taken the lead in developing, evaluating, and refining demonstration clinics aimed at providing students with comprehensive health services while helping to raise their academic achievement levels. Such clinics are now operating in four middle and junior high schools in New York's Washington Heights area. Beyond traditional health services, the clinics offer counseling about diet, drug abuse, sexually transmitted diseases, and mental health problems. They provide pregnancy testing and counseling, refer students for contraceptive services as needed, and give immunizations and asthma treatment. Their other services include after-school tutoring on their coursework and workshops for parents on adolescent sexuality and development.

Findings among clinic users are that school attendance has improved, sexually active students have increased their use of contraceptives, fewer pregnancies occur, and drug use has declined. The center has received Corporation support since 1985. With this final grant, it is expanding its medical, educational, and social services and offering workshops to teachers and students on violence prevention and conflict resolution. Lorraine Tiezzi directs the program, which has also received funds from several other foundations and the New York State Department of Health.

Joy Dryfoos
20 Circle Drive, Hastings-on-Hudson,
NY 10706

Two-year grant of $100,000 for research and writing on school-based services

Center on Addiction and Substance Abuse
152 West 57th Street, Twelfth Floor,
New York, NY 10019-6092

Eighteen-month grant of $500,000 toward support

In 1988 Joy Dryfoos, former director of research at the Alan Guttmacher Institute, received a Corporation grant to explore the interrelationships of four major problems of adolescence: school failure, adolescent pregnancy, delinquency, and substance abuse. Her book, *Adolescents at Risk: Prevalence and Prevention*, reported a growing consensus among both school reformers and child advocates that schools should be the site of prevention efforts. Not only are many problem behaviors linked to academic failure, it is through schools that children can gain access to needed social support and health services.

Dryfoos is following up on that work by examining school-related social and health services — which include health clinics; mental health centers; early childhood development, day care, and family resource centers; and student incentive and mentoring programs — along with efforts around the country to bring such services into schools. She is not only studying the different forms of governance, organization, funding, and accountability of these services but assessing their effectiveness, their contribution to school restructuring, and obstacles to their broader implementation. Finally, she is reviewing the implications of her findings for the training of health, education, and social service providers. From her research Dryfoos will write a book on the essential conditions for the success of school-linked services.

Of the nation's nearly 21 million junior and senior high school students, more than half have had at least one drink within the past year; eight million drink weekly; and close to half a million "binge" on five or more drinks in a row at least once a week. One-tenth of all adolescents smoke at least half a pack of cigarettes a day. Believing that the development of a coherent, effective strategy against substance abuse has been hindered by the tendency of research and treatment programs to focus on one type of addiction, staff members at the new Center on Addiction and Substance Abuse are taking a comprehensive approach to these complex problems. Currently they are reviewing and synthesizing what is known about the prevention, treatment, and management of all forms of substance abuse and identifying areas in need of further research, interpretation, and communication.

One of the center's aims is to broaden the range of professions conducting research and evaluation on prevention and treatment programs and related public policy. Its president, Joseph A. Califano, Jr., was serving as secretary of the U.S. Department of Health, Education, and Welfare from 1977 to 1979, when he mounted a major health promotion and disease prevention program that included an antismoking campaign and an initiative to combat alcoholism.

Constitutional Rights Foundation
601 South Kingsley Drive, Los Angeles, CA 90005

Two-year grant of $350,000 toward a project integrating youth service into the middle school curriculum

Community service offers young people the chance to develop citizenship values and learn skills essential for full participation in society. Although such opportunities in middle grade schools have increased in recent years, few examples exist of middle grade school service programs that link community participation directly to course content. The Constitutional Rights Foundation (CRF), directed by Todd Clark, has created curricular materials on civic participation for nearly thirty years and developed community service programs for students in Los Angeles schools over the past decade.

This grant supports Youth Serve L.A., a project administered by the CRF in collaboration with the Middle Schools Unit of the Los Angeles Unified School District. Youth Serve L.A. is integrating community service into the academic program of seven Los Angeles middle schools, selected for the diversity of their student population. In each school, CRF staff members assist a team of four seventh-grade teachers and approximately 160 students in identifying service opportunities and in developing materials that link course content to civic participation and service. The interdisciplinary service-learning curriculum that results will be disseminated nationwide through a network of school-based youth service programs. Corporation funds are supporting staff and other administrative costs, with the Ralph M. Parsons Foundation paying for a curriculum writer.

For dissemination of a book on drug abuse policies and a study of the feasibility of reviewing the national drug strategy

Fifteen-month appropriation of $126,500 administered by the officers of the Corporation

In 1989 the Corporation appropriated funds to support Mathea Falco in writing a popular book on the nature and use of the major illegal drugs in the United States, the scope of the problems they create, and the prevention, treatment, and law enforcement approaches that show promise. Her book, *The Making of a Drug-Free America: Programs That Work*, published by Times Books in 1992, demonstrates that education and treatment to reduce the demand for drugs can have lasting impact and should be given higher priority in drug policy.

With this grant, Falco is disseminating her findings to professional organizations, national and local grant makers, and federal, state, and local officials. She is also working with persons responsible for designing responses to the drug abuse crisis by presenting to them the range of choices available and their consequences. With the assistance of an advisory panel, she is studying the feasibility and desirability of developing a mechanism for an annual review of the nation's antidrug strategy.

National Board for Professional Teaching Standards
300 River Place, Suite 3600, Detroit, MI 48207

One-year grant of $1,000,000 toward support

The National Board for Professional Teaching Standards was created by the Corporation in 1987 to set national standards for the recognition of excellence in teaching in different fields and to develop and test assessment procedures that draw on pioneering techniques going well beyond paper-and-pencil tests. The board, of whom two-thirds are teaching professionals and one-third are from the public and private sectors, will begin certifying teachers who meet standards in a number of fields in 1994.

The board's first document, *Toward High and Rigorous Standards for the Teaching Profession*, laid out the structure of its certification process and five central concepts of excellent teaching that will undergird national certification standards and assessments. This grant is enabling the board to move to its next phase—conducting research and developing prototype assessments. The board is also creating alternative systems for delivering assessments in a cost-effective manner. It is engaging in a communication and marketing campaign to gain the active commitment of teachers, administrators, and school boards necessary to encourage preparation for national certification and to reward attainment of high standards for accomplished teaching. Corporations, other foundations, and the federal government are also providing major support.

Quality Education for Minorities Network
1818 N Street, N.W., Suite 350, Washington, DC 20036

One-year grant of $700,000 toward support

In 1990 the Quality Education for Minorities (QEM) Project released its report, *Education That Works: An Action Plan for the Education of Minorities*, which offered a blueprint for ensuring high educational attainment among the country's Native Americans and Alaskan Natives, African Americans, Mexican Americans, and Puerto Ricans. With Corporation support, the project was transformed into an organization called the QEM Network, led by Shirley M. McBay, to advance the goals set forth in the action plan.

To date the network has helped establish eight local alliances in areas of high minority concentration. These alliances identify major issues and problems related to the education of minorities in their communities and develop and implement local action plans. The network is also formulating a national strategy to increase the number of minority students in mathematics, science, and technology. Among other steps, it is seeking federal support for collaborative ventures between minority and nonminority institutions to secure pathways to the doctorate for talented minority undergraduates. This grant continues the Corporation's support, which is supplemented by corporate foundations and government funding.

Michigan State University
College of Education, Erickson Hall, East
Lansing, MI 48824-1034

Three-year grant of $450,000 toward research on education reform and reports to policymakers and practitioners

In recent years, several states have embraced ambitious goals for improving educational standards. If states are to meet their objectives for all children, however, they will need to address a number of crucial issues, including how teachers learn to teach higher-order skills; how to mobilize resources and encourage local schools to take the initiative; and how to enhance instruction in poor school districts where financial problems, social service needs, and instructional deficiencies are most acute.

This grant is enabling a team of researchers at Michigan State University led by David K. Cohen, professor in the College of Education, to study such issues through case studies and in-depth interviews with teachers and policymakers in selected urban districts in California, Michigan, and South Carolina. In addition to writing books and articles for scholarly journals, the researchers will prepare reports and illustrative narratives for state and local policymakers, teachers, and teacher educators. Their aim is to produce a design for effective professional development for educators that can be used by states and school districts. The project is being funded jointly with the Pew Charitable Trusts.

National Center on Education and the Economy
39 State Street, Suite 500, Rochester,
NY 14614

Two-year grant of $600,000 toward implementation of the report of the Commission on the Skills of the American Workforce

The National Center on Education and the Economy established the Commission on the Skills of the American Workforce with Corporation support in 1989. In its 1990 report, *America's Choice: High Skills or Low Wages!* the commission asserted that real wages and productivity in the United States have declined over the past twenty years and that countries experiencing faster rates of productivity growth are characterized both by new forms of work organization and by a more highly skilled work force. The report called for the creation of a national education performance standard that all students must meet at age sixteen, alternative learning environments to enable students who are not succeeding in conventional schools to meet this standard, and a system of technical and professional certificates for students and adult workers who do not pursue a baccalaureate degree.

The commission also recommended that employers be given more incentives to invest in the further education and training of workers and that states and the federal government establish local employment and training boards to organize and oversee proposed school-to-work transition programs. This grant is enabling the center, under the direction of Betsy Brown Ruzzi, to pursue implementation of the report's proposals at the national level, in pilot states, and with business and education groups.

National Governors' Association Center for Policy Research
Hall of the States, 444 North Capitol Street, N.W., Washington, DC 20001-1572

One-year grant of $400,000 toward assistance to states in implementing national goals for education in the 1990s

At the education summit meeting of September 1989, President George Bush and the nation's governors entered into a partnership dedicated to setting national education goals and establishing mechanisms for holding states and schools accountable for reaching them. The governors agreed that all students, regardless of their background or ability, must be engaged in the rigorous process of acquiring skills and knowledge necessary for achieving success in a changing economy.

The Education Policy Studies unit of the National Governors' Association Center for Policy Research works closely with the National Education Goals Panel, which is responsible for issuing an annual "National Report Card" on state and national progress toward achieving the goals. Under the direction of Susan Traiman, the education unit is creating a framework for determining whether schools offer all students the opportunity to meet high performance standards. It is facilitating progress toward restructuring schools and helping the public understand and support changes needed in education. The John D. and Catherine T. MacArthur Foundation, the Pew Charitable Trusts, and the Lilly Endowment fund specific components of these new activities. The Corporation is continuing its support of the education unit's core activities.

NAACP Special Contribution Fund
4805 Mount Hope Drive, Baltimore, MD 21215-3297

Two-year grant of $550,000 for support of a program of education litigation and advocacy

The education litigation program of the NAACP Special Contribution Fund, which has received Corporation support since 1972, has traditionally dealt with issues of racial segregation and educational inequity. As minority students are coming to outnumber whites in many school districts across the nation, the program has begun to champion remedial measures that go beyond segregation issues to include early childhood education, reduced class size, minority teacher recruitment, and parental involvement programs. The program promotes more minority teacher representation on school boards and trains parents to make informed decisions about their children's education.

This grant is enabling the NAACP to hire a staff person to help state and local branches in Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, and Tennessee influence local school improvement programs and state education policy. The staff member will further the work of a national advisory board that was recently established to suggest strategies for strengthening the NAACP's involvement in national education policy decisions.

Education Commission of the States
707 Seventeenth Street, Suite 2700, Denver, CO 80202-3427
Brown University
Coalition of Essential Schools, Box 1969, Providence, RI 02912

Two two-year grants of $350,000 each toward a project to assist schools, districts, and states in educational reform

Re:Learning, established in 1989 with Corporation support, is the name of a major school reform effort launched jointly by the Education Commission of the States (ECS) and the Coalition of Essential Schools. ECS works primarily at the state level with governors, state legislators, and state departments of education to bring about changes in state education policies and regulations. The coalition, chaired by Theodore R. Sizer, is a network of more than 100 secondary schools committed to a common vision of improved schooling. This vision encompasses closer relationships between teachers and students, limits on pupil-to-teacher ratios, and students' demonstrated mastery of skills and knowledge.

Eight states thus far have become full partners in Re:Learning, adopting programs of secondary school reform that are based on the coalition's principles and using the ECS's published reform agenda for state policymakers. With these two grants, the directors are endeavoring to increase the number of partners and provide them direct support.

Other funders include Citibank, IBM, the Pew Charitable Trusts, the DeWitt Wallace–Reader's Digest Fund, and the Joyce, Southwestern Bell, and Danforth foundations.

Teach for America
P.O. Box 5114, New York, NY 10185

One-year grant of $300,000 toward support

Teach for America began in 1988 by enlisting recent college graduates from a variety of majors to teach on a short-term basis in primary and secondary schools. Modeled on the Peace Corps, it was first suggested by Princeton University student Wendy S. Kopp in a senior thesis on how the United States could cope with its shrinking pool of teachers, particularly in inner-city areas.

Kopp founded and now heads the program. During the corps' first two years of operation, 1,200 members taught in 300 schools in seven states. In addition to supplying teachers where the need is greatest, Teach for America seeks to bring into the field talented individuals who might not have considered entering the teaching profession, particularly minority candidates and those with science backgrounds. Selected applicants attend a summer training institute and agree to teach for two years. With Corporation support, the organization is formulating a long-range plan to increase fund-raising at local sites, raise federal funds, and engage in income-generating activities.

Puerto Rico Community Foundation
Royal Bank Center, Suite 1417, Hato Rey, PR 00917

One-year grant of $74,000 for planning a project in adolescent education

Many adolescents in Puerto Rico face problems similar to those experienced by young people on the mainland. One-half of Puerto Rican students drop out of school; the unemployment rate among sixteen- to nineteen-year-olds is nearly 60 percent; and the island has recently suffered a rapid rise in crime, drug abuse, and AIDS among young people. The Puerto Rico Community Foundation was established in 1985 with support from the Ford and Rockefeller foundations and the Corporation to focus the expertise and resources of island business leaders on problems in Puerto Rican society. It has gained recognition as a major community institution and a model for organizing philanthropy.

With this grant, the foundation is establishing a task force of island and mainland education leaders to identify key issues in adolescent education and to recommend promising areas for intervention. The outcome will be a plan for grant making in adolescent education, to be submitted to the Corporation and island policymakers in 1993. Ethel Ríos de Betancourt, the foundation's president, and Nelson I. Colón, its director of programs, head the planning project.

Science Education

American Association for the Advancement of Science
1333 H Street, N.W., Washington, DC 20005

Three-year grant of $750,000 toward a national project to reformulate the content of elementary and secondary education in science, mathematics, and technology

Under a Corporation grant in 1985, the American Association for the Advancement of Science launched Project 2061, with the ambitious goal of determining what future generations should know and be able to do in science, mathematics, and technology. During the project's first phase, panels of scholars representing physical sciences, engineering, mathematics, biological and health sciences, social and behavioral sciences, and technology discussed the state of knowledge and education in these fields and set forth their recommendations in five reports. These were integrated into a summary document called *Science for All Americans*. The second phase has focused on the development of curriculum models by teams representing a cross-section of school levels and subjects in six pilot sites around the United States.

This grant, supplemented by funding from the National Science Foundation, the U.S. Department of Education, and the Pew Charitable Trusts, is enabling the project to make a transition to its third phase, during which the panelists' recommendations will be implemented nationwide. Under the direction of F. James Rutherford, staff members are completing the curriculum models and preparing ten "blueprints for action." The National Council on Science and Technology Education oversees the project.

University of Florida
College of Education, 301 Norman Hall,
Gainesville, FL 32611-2053

Two-year grant of $553,000 for development of science and social studies curriculum materials on CD-ROM for middle school students

During the 1960s and 1970s, the National Science Foundation (NSF), the U.S. Office of Education, and the National Institute of Mental Health spent more than $100 million in support of curriculum development for precollege science, social studies, and mathematics education. Many of the resulting materials and programs never found their way into classrooms because teachers had no way to learn about the curricula and evaluate their usefulness. In 1985 the Corporation provided funds enabling Mary Budd Rowe, one of the nation's foremost science education experts, to investigate the quality and availability of science curricular materials that had been developed with NSF support. Rowe pioneered the use of compact disk for read-only memory (CD-ROM) in storing the materials and enabling curriculum planners and teachers to access them. The CD-ROM she produced, *Science Helper K-8*, offers a wide range of science and mathematics lesson plans for kindergarten through the eighth grade.

With this grant, Rowe and a research team are developing *Science Helper II*, a diskette for teachers and curriculum developers that will carry four science programs and six social studies programs for grades six through ten. *Science Helper II* offers an interdisciplinary approach to middle schools, where students often become alienated from science. Rowe continues as principal investigator.

Arizona State University
Graduate College, Tempe, AZ 85257-2203

Two-year grant of $310,000 toward an interinstitutional program to increase the numbers of minority students in graduate schools

A 1988 Corporation grant enabled Arizona State University to establish Project 1000, a national effort aimed at increasing the number of Hispanic students in graduate school, especially in mathematics and science. Directed by Gary D. Keller, professor of Hispanic literature and linguistics, the project encourages Hispanic students to apply to up to ten of seventy-one participating universities and offers them counseling, advice about financial aid, and other help. Project members also work with Educational Testing Service (ETS) to prepare Hispanic students for the Graduate Record Examination (GRE) and have developed a single application form that is accepted by all participating graduate schools.

In 1990 the project joined with eighty-one other institutions to form the Coalition to Increase Minority Doctorates. The project and the coalition offer summer programs, peer study groups, academic and career awareness programs, and internship programs to assist students as they progress from precollegiate to postgraduate education. Project 1000 will eventually include all underrepresented minorities. This final grant is enabling the project to expand its services to all minority students while planning to be self-sustaining. Other supporters of the project include the Pew Charitable Trusts, ETS, the GRE Board, and Arizona State University.

ASPIRA Association
1112 Sixteenth Street, N.W., Suite 340,
Washington, DC 20036

Three-year grant of $300,000 toward a mathematics and science precollege intervention program for Hispanic youth

The ASPIRA Association was founded in 1961 with the aim of creating opportunities and developing the skills needed for academic success by Puerto Rican and other Latino youth. ASPIRA serves approximately 17,000 students and 5,000 parents a year through its national office in Washington, D.C., and state associates and affiliates in New York, Illinois, New Jersey, Pennsylvania, Puerto Rico, Florida, and Connecticut. In 1989, with a planning grant from the Corporation, ASPIRA convened a panel of mathematics and science experts and practitioners to refine its Mathematics and Science Academy (MAS, meaning "more" in Spanish), which is designed to broaden the future career horizons of Hispanic youth and increase the numbers of Hispanics pursuing careers in mathematics, science, and engineering.

Academic-year activities of MAS include after-school tutorials in science and mathematics, career counseling seminars, partnership programs with parents, and workshops to build self-esteem and communication skills, while the summer enrichment program includes seminars in mathematics, science, critical thinking, and goal setting. This grant is supporting the initial implementation of MAS among 300 seventh- and eighth-grade students from two schools in Chicago.

Luis A. Martínez-Pérez, ASPIRA's national chair, is serving as national program director for the first year.

Scholastic Productions
730 Broadway, New York, NY 10003

One-year grant of $300,000 toward production of a television series about science for elementary school children

Scholastic Productions plans a weekly half-hour television science series targeted to six- to nine-year-olds that is based on the four books in the Scholastic Inc. series, *The Magic School Bus*. The school bus can shrink to the size of a cell or rocket into space, transporting children into key science areas where they explore facts and concepts. The aim is to introduce children to basic subjects that will be further developed in classroom study. Thirty-nine programs are planned over three seasons to cover human biology and the physical, biological, earth, and environmental sciences. Classroom teachers will receive instructional guides with program summaries, suggestions for classroom extension, and a variety of science activities.

Scholastic Inc. will promote the program through its eight elementary school magazines and other means of outreach. It will grant schools and teachers the right to record programs off the air for use in the classroom, and the programs will be distributed as home videos, packaged with companion viewer materials. This grant toward development and production of the series joins support from the National Science Foundation and the U.S. Department of Energy. Coexecutive producers are Jane Startz, Scholastic Productions' executive vice president, and Alison Blank, its director of development.

American Academy of Arts and Sciences
Norton's Woods, 136 Irving Street, Cambridge, MA 02138-1996

Two-year grant of $510,000 for a project on public service programming in a multichannel television marketplace

With some significant exceptions, television's potential to serve the public interest remains largely unfulfilled in the United States. Meanwhile, new technologies and growing concerns about American productivity and educational standards are prompting fresh discussions of television's influence on the young.

Under this grant, Newton N. Minow, former chairman of the Federal Communications Commission, and Craig L. LaMay, former editor of the *Media Studies Journal*, are studying the potential for television to serve the public interest in today's multichannel marketplace. Through commissioned papers and interviews with experts, they are concentrating on four areas: television for children, television for education, funding for public television, and television's role in political campaigns. Minow and LaMay plan to organize their findings into a book that defines public-interest programming in light of today's telecommunications marketplace and recommends ways of implementing that concept across the four areas of concern.

Scientists' Institute for Public Information
355 Lexington Avenue, New York, NY 10017

Two-year grant of $400,000 toward media education projects on adolescent development and on minority children's health

Since 1963, Scientists' Institute for Public Information (SIPI) has operated the Media Resource Service, a free telephone referral service that directs journalists to experts on a wide variety of scientific and health-care topics. A 1986 Corporation grant enabled staff members of the service to develop a Child Health and Development Project, connecting journalists with social, behavioral, and biological scientists and offering them periodic in-depth briefings by panels of authorities on child health and development. In 1990 the project turned its attention to adolescent development and minority children's health. This renewal grant is enabling the service to continue concentrating on these two areas. Regional panels will focus on youth development issues, and discussions on youth issues will be held for professional associations of journalists and other trade and media groups.

The service will continue to distribute *SIPI News*, a monthly column on science and health directed to minority-owned media, and disseminate edited print and audiotape transcripts of SIPI sessions to print and broadcast media. The project also receives support from the Foundation for Child Development and the Ford and William T. Grant foundations.

The Carter Center
One Copenhill, Atlanta, GA 30307

Seven-month grant of $360,000 toward planning the Atlanta Project

Since its founding in 1982, the Carter Center of Emory University, headed by former president Jimmy Carter, has established an impressive record in conflict resolution, election monitoring in countries emerging from dictatorships, and child health. Withal, it is situated in a city that has high infant mortality and ranks second in the proportion of the population living below the official poverty level.

In 1991 center-sponsored conversations among local leaders led to the formation of the Atlanta Project, a collaboration of corporations, private and public agencies, and concerned citizens to deal with the interrelated problems of housing, education, criminal justice, and health and human services in the city's twenty poorest neighborhoods, where some 500,000 people live. The Corporation is working with the center to identify organizations and researchers as participants in several planning conferences. They are expected to help the project draw on successful efforts to reduce urban poverty and its associated ills and become a model for other cities of local leadership mobilization.

The Urban Institute
2100 M Street, N.W., Washington, DC 20037

One-year grant of $333,000 for a public policy project to promote the well-being of children

The Urban Institute's "Children's Roundtable," under the overall direction of economist and senior fellow Isabel V. Sawhill, seeks to link high-level policymakers with scholars and practitioners in a continuing dialogue about the problems facing children and appropriate policy responses. Three roundtables held in 1991 addressed government-guaranteed child-support payments to custodial single parents, the tax treatment of families with children, and the federal use of incentives to achieve educational excellence.

As a result of these meetings, institute staff members have been invited to review draft federal legislation. They have distributed policy papers on these and other matters to policymakers, analysts, and journalists. The roundtable has also held a retreat for members of Congress and governors for off-the-record, intensive discussions of such topics as family and community support, education, primary health care, income support, and mechanisms of financing children's programs. Subsequent meetings will deal with the quality of parenting, tax relief for families with children, welfare reform, integrated services for children, school choice, and apprenticeship programs for youth.

The Urban Institute
2100 M Street, N.W., Washington, DC 20037

Eighteen-month grant of $292,000 for research and writing by Isabel V. Sawhill on national domestic policy

The United States is divided and uncertain about how to overcome the stagnating incomes, increased income inequality, and growing poverty among families with children. Why has so little progress been made in addressing these problems effectively? Under a further grant to the Urban Institute, Isabel V. Sawhill is examining this question.

Sawhill, an authority on social welfare and domestic policies, formerly directed the National Commission for Employment Policy and codirected a study of the effects of the Reagan administration's budget, tax, and regulatory policies on various population groups. She is drawing on this experience to conduct new research into the twin problems of lagging economic growth and income inequality for publication as a book for a general audience. Sawhill will examine the causes of such problems and lay out a set of ameliorative economic and social policies. Finally, she will analyze the current capacity of the political system to address these domestic concerns.

National Academy of Social Insurance
1776 Massachusetts Avenue, N.W., Suite 615, Washington, DC 20036-2188

Three-year grant of $300,000 toward a project on health security for America's children

The National Academy of Social Insurance, with more than 300 members, has received Corporation support since its inception in 1986 to improve public understanding of Social Security and related programs.

With this grant the academy is carrying out a three-year project, "Reforming American Health Care Financing: Policy and Administrative Choices." As part of this effort, the academy will monitor recent and proposed health-care policies toward children, promote research on adolescents' needs for access to personal health-care services, and offer a forum for social insurance and health-care financing experts to discuss the health needs of infants, children, and pregnant women. Corporation support will also be used to commission papers, hold meetings of media professionals and congressional and executive branch staff members, publish conference proceedings, and provide opinion pieces by experts for publication by the national press. Robert M. Ball, former commissioner of Social Security, founded and chairs the academy.

National Commission on Children
1111 Eighteenth Street, N.W., Suite 810,
Washington, DC 20036

Fifteen-month grant of $200,000 toward support of dissemination and public education activities

Established in 1989 "to serve as a forum on behalf of the children of the nation," the National Commission on Children is a congressionally mandated, bipartisan, thirty-four-member body whose 1991 report, *Beyond Rhetoric: A New American Agenda for Children and Families*, delineates the responsibilities of parents, communities, and the larger society for improving children's health and well-being.

With this grant, which supplements congressional funding for dissemination and follow-up activities, commission members are working to increase public awareness of problems that threaten the health of American children and translating their recommendations into strategic steps for federal, state, and community policymakers as well as leaders of private religious and secular organizations. A media resource book, symposia for journalists, and articles and opinion pieces for newspapers and magazines are planned, as are forums enabling leaders from various sectors to examine the applicability of the commission's recommendations to specific regions and bringing together political candidates to address a broad range of issues affecting children and families.

Senator John D. Rockefeller IV chairs the commission; Cheryl D. Hayes is executive director.

New York Academy of Medicine
2 East 103rd Street, New York, NY 10029

Seven-month grant of $75,000 toward support of the Mayoral Commission on the Health and Hospitals Corporation of the City of New York

A recent report by the New York State Council on Children and Families documents the serious problems of increased poverty and deteriorated health status among New York City families and children, a large proportion of whom are served by the municipal health and hospitals system. This grant supported the Mayoral Commission on the Health and Hospitals Corporation of the City of New York, which operates the city's public hospitals, emergency services, and outpatient facilities.

Under the direction of Diana Fortuna, commission members visited all the facilities operated by the corporation and heard testimony from expert witnesses and representatives of a variety of constituencies concerned with the New York City health-care system. They also collected data relating specifically to pediatric and adolescent care, including information on access to health-care facilities. Their findings are to be reported directly to the mayor in the fall of 1992. The commission also received funding from the City of New York and in-kind services from the New York Academy of Medicine.

Alliance for Young Families, Boston, MA
Toward research on and analysis of adolescent health services in Massachusetts, $25,000

American Psychiatric Association, Washington, DC
Toward an award for research in psychiatry, $25,000

American Public Health Association, Washington, DC
Toward a report on the national state of public health, $25,000

The Aspen Institute, Queenstown, MD
Toward a conference on media literacy, $25,000

The Aspen Institute, Queenstown, MD
Toward support of the Aspen Domestic Strategy Group, $15,000

Avance-San Antonio, San Antonio, TX
For a meeting on the national dissemination of the Parent Education Program, $25,000

Boston College, Chestnut Hill, MA
For recoding data from the Brookline Early Education Project to allow comparative research on other early intervention programs, $8,500

Boy Scouts of America, National Council, New York, NY
Toward support of an urban scouting program of the Greater New York Councils, $25,000

Center for a New Generation, Stanford, CA
Toward support of a community-wide program for children and adolescents in East Palo Alto, California, $25,000

Child Care Employee Project, Oakland, CA
Toward advocacy about improving the working conditions and pay of child care workers, $25,000

Children's Defense Fund, Washington, DC
For meetings on state implementation of federal child care legislation, $25,000

Family Service America, Milwaukee, WI
Toward dissemination of *The State of Families, 3: Losing Direction: Families, Human Resource Development, and Economic Performance,* $18,250

Fund for New York City Public Education, New York, NY
For meetings to plan an early education initiative, $25,000

Johns Hopkins University, Baltimore, MD
For a project on the implementation of injury prevention and control programs in state health agencies, $24,900

Joint Center for Political and Economic Studies, Washington, DC
For updating and reprinting *Young Black Males in Jeopardy: Risk Factors and Intervention Strategies,* $16,000

University of Minnesota, Minneapolis, MN
Toward a conference on adolescent health and development in the Americas, $13,300

National Center on Education and the Economy, Rochester, NY
For dissemination of a book on education and the economy titled *Thinking for a Living,* $12,000

University of North Carolina, Chapel Hill, Chapel Hill, NC
Toward development of high-quality child care standards for family day-care providers, $25,000

Pennsylvania State University, University Park, PA
Toward support of an independent review of Quest programs, $5,000

The Rockefeller University, New York, NY
Toward a program to strengthen science education in New York City, $25,000

Southport Institute for Policy Analysis, Washington, DC
Toward an assessment of basic skills instruction in the Job Opportunities and Basic Skills Training (JOBS) Program, $25,000

Stanford University, Stanford, CA
As a final grant for a project to improve the development, selection, and use of school textbooks in California, $25,000

Stanford University, Stanford, CA
For a project to improve the development, selection, and use of school textbooks in California, $14,000

Teachers College, Columbia University, New York, NY
Toward a workshop on learning and technology, $25,000

Training America for Tomorrow, Hoboken, NJ
Toward planning an interactive multimedia high school physics course, $25,000

The Urban Institute, Washington, DC
For a study of the educational performance of public housing students in middle-income and low-income neighborhood schools, $25,000

Strengthening Human Resources in Developing Countries

The grant program, Strengthening Human Resources in Developing Countries, concentrates on present and former British overseas Commonwealth African and Caribbean countries, with a more limited interest in the United States-Mexico border and Mexico. It has one overarching purpose, to enhance the capabilities of policymakers, researchers, and communities in these regions to pursue the goals of development, particularly in scientific and technological endeavor and in the healthy development of women and girls.

The trend toward more openness and accountability in the political environments of many developing countries, among other effects, is reducing constraints on the free flow of information across national borders. In this new era, governments and the private sector have come to recognize the need to integrate science and technology into their development plans and priorities if they are to continue to make social and economic progress in the twenty-first century. The Corporation is attempting to further this process in its subprogram areas.

Under science and technology for development, support is being given to advance interdisciplinary and intersectoral research aimed at shaping national and regional policies and programs for development in science, technology, and health. Funds are going to help build indigenous institutional support for this research: to develop the information systems that increase scholarly access to international research knowledge; to promote interdisciplinary networks of social and medical scientists and other "linkage" efforts; and to further voluntary sector approaches to local and national development.

In maternal and child health, a strong investment has been made in research toward improving prenatal and obstetric care. A principal thrust has been the Prevention of Maternal Mortality Network, based in West Africa and assisted by Columbia University's Center for Population and Family Health in the School of Public Health. Several other projects address the need to improve women's health, education, and legal status in sub-Saharan Africa and the Caribbean.

The subprogram on South African development focuses specifically on the development of women's leadership potential and the need to integrate women fully into decision-making processes in a racially integrated state.

In a small subprogram called public understanding of development, the Corporation has made a number of policy-related grants. Henceforth, more emphasis will be placed on promoting collaboration among, and outreach by, the various research networks supported. The Corporation, therefore, does not accept unsolicited proposals in this category.

In the years ahead, the foundation will continue to support science and technology for development and women's health and development and link these issues more closely to the social, political, and economic transitions under way in developing countries.

American Association for the Advancement of Science
1333 H Street, N.W., Washington, DC 20005

One-year grant of $443,000 toward a program to strengthen the scientific and technological infrastructure in sub-Saharan Africa

Following a meeting in 1984 of science and engineering societies from sub-Saharan Africa, the United States, and Europe, the American Association for the Advancement of Science (AAAS) began working closely with African institutions to facilitate their access to science and technology information. The AAAS inaugurated a journal distribution program that has grown to involve more than 250 recipient institutions in thirty-eight African countries.

Recently, Lisbeth A. Levey, the journal program's manager, and her colleagues have begun to explore how CD-ROM (compact disk for read-only memory) subscriptions might replace hard copies of journals. They have assessed the current use of CD-ROM technology in Africa, compiled a database of CD-ROM donors to African institutions, and helped organize workshops with African policymakers and researchers to promote its adoption. The program is also documenting the efforts of African libraries to obtain databases and other research literature and the international organizations assisting them.

This grant continues Corporation support for the journal distribution program and associated activities. It further supports a new workshop on the potential of African scientific and academic groups to be linked electronically on the continent and with other regions, and the establishment of an international steering committee.

African Academy of Sciences
P.O. Box 14798, Nairobi, Kenya

One-year grant of $300,000 toward publications, networking of African scientific organizations, and general support

The African Academy of Sciences, chaired by entomologist and educator Thomas R. Odhiambo, was established in 1985 following a meeting at the Third World Organization of Sciences to mobilize a broad range of African scientific talents on the continent for work on national development. Through its various programs it draws the scientific and business communities together with the public sector to discuss such issues as drought, desertification, food production, and regional conflict.

The academy publishes a directory of African scientists in all disciplines; a scientific journal, *Discovery and Innovation*; and a quarterly newsletter, *Whydah*, which keeps researchers informed about work in progress by others and about forthcoming conferences and symposia. It also publishes profiles of African scientists and scientific institutions and is identifying ways to popularize science in Africa. The Corporation has supported the academy since 1988. This grant was supplemented by funding from the Rockefeller Foundation, the John D. and Catherine T. MacArthur Foundation, the Swedish Agency for Research Cooperation with Developing Countries, the Norwegian Ministry of Foreign Affairs, the government of Canada, the International Development Research Centre of Canada, the U.S. National Research Council, and UNESCO.

Kenya Medical Research Institute
P.O. Box 54840, Nairobi, Kenya

Three-year grant of $153,000 for an information management system

Originally established as a clinical research center of the University of Nairobi Medical School, the Kenya Medical Research Institute has expanded to become an internationally recognized site for basic research in the biomedical sciences and applied research in epidemiology and the social sciences, accountable to the National Council for Science and Technology. Currently it is working on the development of a malaria vaccine and new chemotherapeutic regimes for AIDS. In 1987 the institute, with support from the Corporation, assessed its computing needs. The resulting report, which identified training in and access to computers as a high priority, recommended a strategy for acquiring computer equipment for the research scientists, for developing administrative applications, and for ensuring compatibility with software libraries throughout the world.

This grant is enabling the institute's director, Davy K. Koech, a biomedical research scientist, to oversee the implementation of that strategy. In addition to purchasing microcomputers and research software and training staff, the institute is providing literature reference facilities and working to improve data management for research, finance, personnel, and administration. It is also endeavoring to improve electronic communications among its nine research centers.

University of Dar es Salaam
University Library, P.O. Box 35092, Dar es Salaam, Tanzania

Two-year grant of $48,000 toward acquiring CD-ROM technology for the university library

The constraints on telecommunications in African countries often do not permit online access to computerized databases of international scientific research literature. Increasingly, research libraries in African countries are therefore subscribing to research databases on CD-ROM (compact disk for read-only memory) disks, which store large quantities of bibliographic material that can be quickly retrieved by a microcomputer. Although foreign exchange is needed for subscriptions, CD-ROM may entail lower recurrent costs than do subscriptions to "hard copy" journals.

This grant is enabling the University of Dar es Salaam to acquire CD-ROM technology and subscriptions for its library, which serves about 5,000 students and 650 teaching and research faculty members. The CD-ROM system will, among other benefits, allow users to keep abreast of current developments in their fields and assist in identifying literature to be obtained. CD-ROM will also enable the university's librarians to conduct literature searches for other higher education institutions in Tanzania.

Harvard University
Harvard Medical School, 25 Shattuck Street, Boston, MA 02115

Two-year grant of $604,000 toward a collaborative training program with African institutions in health and behavioral research

In 1989 a discretionary grant enabled Arthur Kleinman, now chairman of the department of social medicine at Harvard Medical School, to begin planning a model program for promoting health and human behavioral research and training in East Africa. A subsequent grant supported the first two years of the resulting fellowship program focused on the universities of Dar es Salaam and Nairobi in Tanzania and Kenya, respectively.

Annually a total of eight fellows, four from each university, have spent ten months at Harvard receiving advanced training in health and social science theories and methodologies, developing proposals for implementation on their return home, and planning research and training at their institutions. The program aims ultimately to provide African universities with institutional models for generating the interdisciplinary research in health and human behavior that is crucial for the formulation of effective national health policy.

University of Ibadan
Department of Economics, Ibadan, Nigeria

Forty-two-month grant of $300,000 for training and research in health policy in Nigeria

In 1988 the Corporation joined the Pew Charitable Trusts, the World Bank, and the World Health Organization in organizing the International Health Policy Program (IHPP) to encourage the more effective allocation of developing countries' scarce resources for better health care. Through grants to universities and a health ministry, the Corporation has supported IHPP programs in Kenya, Nigeria, Tanzania, and Uganda. With a prior grant, a team at the University of Ibadan investigated the supply and utilization of health services in Nigeria.

The current grant is permitting team members to develop a detailed model of health-care demand and calculate health-care costs as a proportion of household income in order to determine the burden of illness carried by different income groups. They are also focusing on inefficiencies and inequities in the allocation of health-care resources. The principal investigators — Ginigeme F. Mbanefoh, a Fulbright scholar and associate professor of economics, and Adedoyin Soyibo, chief research analyst and senior economics lecturer, both at the University of Ibadan — and several younger analysts are pursuing short-term study in health economics at universities in the United States, Europe, and elsewhere in Africa. In addition, team members are developing a graduate course in health economics at the university. The aim is to create Nigeria's first formal training program in the field.

Institute of International Education
809 United Nations Plaza, New York, NY 10017-3580

Twenty-two-month grant of $35,000 toward an evaluation of the International Health Policy Program

This grant joins funds from the Pew Charitable Trusts for an evaluation of the current activities of the International Health Policy Program, particularly its efforts to develop health policy training and research in national institutions. The evaluators are Robert S. Northrup, a senior health program manager who leads a program on primary care and health services at Brown University's International Health Institute, and Samuel Paul, a specialist in management institutions in developing countries, formerly at the World Bank.

University of Dar es Salaam
Faculty of Arts and Sciences, P.O. Box 35051, Dar es Salaam, Nigeria

Three-year grant of $250,000 for health policy training and research

The world economic crises of the early 1980s led the International Monetary Fund and the World Bank to impose on developing countries, as a condition for receiving further loans, a variety of "structural adjustment" reforms—principally new fiscal and exchange-rate policies to reduce the debt burden and improve the balance of payments. To achieve these results quickly, countries were urged to make major cuts in public spending. The adverse impact of these adjustments on health-care delivery and health status in Tanzania is the core research topic for a team of researchers at the University of Dar es Salaam and staff members of Tanzania's Ministry of Health. The team, supported by the Corporation since 1988 under the auspices of the International Health Policy Program, undertook an analysis of what effect the new economic constraints would have on the country's essential drug program.

In addition to funding expansion of the study, the Corporation is enabling team members to receive advanced training for careers in health policy and health economics and to disseminate their research findings through seminars and workshops. Leading the team are Gaspar K. Munishi, dean of the faculty of social sciences at the university; A. D. Kiwara, head of the newly formed Institute of Development Studies at the Muhimbili Medical Center; and Konrad Mmuni, chief medical officer at the Ministry of Health.

Eastern and Southern African Universities Research Programme
P.O. Box 35048, Dar es Salaam, Tanzania

Six-month grant of $50,000 toward updating a directory of research in eastern and southern Africa

The Eastern and Southern African Universities Research Programme, whose executive director is T. Luta Maliyamkono, comprises the major institutions of higher education in fifteen member countries. It was launched in 1979 as the result of a Corporation-funded conference in Dar es Salaam at which governments, regional centers of higher learning, donor agencies, and nongovernmental organizations discussed the role of higher education in regional social and economic development and the need for institutional capacity building.

From its secretariat in Dar es Salaam, the program, through a variety of information and communication activities, advocates research on the relationship between education and development. It encourages North/South collaboration in research, consultancies, workshops, and training programs. Between 1988 and 1989 the program jointly published, with the Pan-African Development and Information System of the United Nations Economic Commission for Africa, a comprehensive directory of continuing and completed research in the region, with profiles of the research climate of each country. This grant enabled the program to update and reprint the directory.

Harvard University
Harvard School of Public Health, 665 Huntington Avenue, Boston, MA 02115

One-year grant of $50,000 toward planning an international executive seminar for senior health policymakers

In its 1990 report, *Health Research: Essential Link to Equity in Development*, the Commission for Health Research for Development, an independent international body then based at Harvard University's School of Public Health, noted the absence of programs to enhance policy and management skills among senior health policymakers in developing countries. To help overcome this problem, the commission developed the concept of essential national health research as a way for countries to establish priorities in three areas: improved health policy and management, country-specific health research, and additions to the world's knowledge base in health.

This grant is enabling Adetokunbo O. Lucas, professor of international health at the school's department of population science and director of its international health programs, and Karin Dumbaugh, instructor in health policy and management at the school, to plan a series of international training seminars for senior health policymakers from developing countries. Teaching materials are being tested in a pilot seminar to be held in April 1993 at Harvard. The seminars, if they continue, are expected to create a cadre of senior executives committed to incorporating essential national health research into national policymaking.

Africa Leadership Foundation
821 United Nations Plaza, Seventh Floor, New York, NY 10017

One-year grant of $210,000 toward support of the Africa Leadership Forum

The Africa Leadership Forum of the African Leadership Foundation has received Corporation support since it was established in 1988. Chaired by Olusegun O. Obasanjo, former head of state of Nigeria, the forum seeks to address the long-term problems impeding African development and to nurture and strengthen leadership and cooperation in the search for national and regional solutions. It holds annual meetings of leaders in government, business, academia, the military, and other fields from Africa and other regions and convenes less formal dialogues in Nigeria on a regular basis.

In 1991 the forum held a conference in Kampala, Uganda, that mapped out a framework for governance and development in Africa and stressed democratization as a prerequisite. Subsequently the Organization of African Unity (OAU) formally acknowledged the linkage of security, stability, development, and cooperation in Africa. The forum is currently working with the OAU to follow up on the conclusions of the conference. In addition, it has launched *The African Forum*, a journal on leadership and development.

This grant renews Corporation support. The United Nations Development Program, the John D. and Catherine T. MacArthur Foundation, the Rockefeller Foundation, the U.N. Economic Commission for Africa, the African Development Bank, the OAU, Nigerian corporations, and private individuals also contribute.

African Academy of Sciences
P.O. Box 14798, Nairobi, Kenya

Eight-month grant of $50,000 toward consultations on the feasibility of a foundation for science and technology in Africa

In 1991 the Corporation and the Rockefeller Foundation supported a preliminary study under the aegis of the African Academy of Sciences to determine whether current economic and political conditions were suitable for establishing an Africa-wide foundation to channel support for research and development in science and technology. The study team met with donors in Scandinavian countries, the Netherlands, Germany, and France and with staff members at the International Foundation for Science, the United Nations Children's Fund, the United Nations Development Program, and U.S. foundations.

In Africa the team attended meetings with representatives of more than twenty-five regional, international, and national science and technology research and development institutions as well as with research councils and ministries in Botswana, Nigeria, and Zimbabwe. The majority of those contacted concluded that an experimental program based in an existing institution would be worth considering.

With this grant, academy staff members and the study consultants are holding more systematic discussions with the major African regional institutions and with selected African governments that could become core donors. They are also exploring with the Organization for Economic Cooperation and Development and foundations in the United States the legal ramifications and financial requirements of a pan-African grant-making institution.

Synergos Institute
100 East 85th Street, New York, NY 10028

One-year grant of $50,000 toward strengthening local philanthropy in Zimbabwe and Ghana

Few privately endowed grant-making foundations exist in developing countries, and individual and corporate giving is similarly limited. As a result, almost all support for the voluntary sector comes from national or foreign governments. Many observers believe that if this sector is to take creative and independent approaches to national development, a significant core of funding must be generated by sources independent of partisan politics and the powerful influences of government. The Synergos Institute, founded in 1987 to identify innovative solutions to poverty in the developing world, has begun selecting countries where individuals and businesses are interested in working with external donors to create private foundations to support local development initiatives. Synergos, under its president Peggy Dulany and its executive director S. Bruce Schearer, has begun to explore with government agencies, donors, and local nongovernmental organizations the possibility of establishing endowed national foundations in Zimbabwe and Ghana. This grant is enabling Synergos and others interested to move forward with the idea.

Synergos's effort will include exchanges between the planning groups in the various countries and analyzing and disseminating philanthropic and other measures to promote support of indigenous philanthropic institutions.

University of California, San Francisco
School of Medicine, 1388 Sutter Street,
Eleventh Floor, San Francisco, CA 94109

Five-month grant of $54,000 toward assessing the feasibility of an international organization on social and health sciences

At a 1991 meeting supported in part by the Corporation, health and social scientists from developed and developing countries and representatives from the journal *Social Science and Medicine*, the International Union for the Scientific Study of Population, the International Development Research Centre, the United Nations Children's Fund, and the World Health Organization agreed to prepare a proposal to assess the feasibility of establishing an international organization for health and social scientists working on health problems. The aim of the new entity would be to enhance interdisciplinary research and foster a coherent body of knowledge in the field. An interregional working group prepared the final proposal at the January 1992 meeting of the International Clinical Epidemiology Network in Bali, Indonesia.

This grant, complementing one from the Ford Foundation, supported completion of the proposal and establishment of an interim secretariat.

Columbia University
School of Public Health, 60 Haven Avenue, B-3, New York, NY 10032

Two-year grant of $998,700 for research and training on maternal health in sub-Saharan Africa

Prior Corporation grants have enabled the Prevention of Maternal Mortality program at Columbia University's Center for Population and Family Health, School of Public Health, to establish and advise a community-based operations research network in three West African nations: Ghana, Sierra Leone, and Nigeria. Eleven site projects operating from African university teaching hospitals and a ministry of health have the aim of developing effective, sustainable, and replicable interventions to reduce the high levels of maternal mortality in the region. With this grant, Deborah Maine, a Columbia epidemiologist who provides overall direction to the program, and her colleagues are continuing to furnish technical assistance to the network.

Each team, which includes at least one nurse-midwife, obstetrician, public health specialist, and social scientist, has identified its area's most pressing maternal health problems and barriers to obstetrical care and has designed projects to remove these barriers. They are assessing the effectiveness of interventions for reducing maternal mortality and testing the thesis that a significant lowering of maternal mortality will depend largely on the provision of accessible and effective emergency care. The Columbia team holds periodic training workshops in the project sites and helps the teams implement specific interventions and publish their results.

Paramedical School, Sierra Leone
P.O. Box 50, Bo, Sierra Leone

Three-year grant of $171,000 for research to reduce maternal mortality in the Bombali district of Sierra Leone

The West African research teams working under the Prevention of Maternal Mortality program are designing projects to ensure timely medical intervention to prevent needless death and disability from pregnancy-related causes. With a Corporation planning grant administered by Sierra Leone's Paramedical School, a research team from the nation's Ministry of Health studied twelve villages of a chiefdom in the Bombali District and the government hospital in the capital of the Northern Province. Team members confirmed that a major cause of maternal deaths is hemorrhage. They also found that obstacles to the utilization of available obstetric care include the scarcity and high cost of treatment, drugs, and transportation; the inaccessibility of health services; and shortages of health-care personnel.

This grant is allowing the researchers to test a phased program of locally sustainable interventions to overcome these barriers. In each village at least one opinion leader is being recruited to serve as a community motivator, responsible for disseminating health information and forming village community action groups to organize and run a transportation system for referrals. Members of Columbia's technical assistance team are working with the researchers to monitor, modify as necessary, analyze, evaluate, and disseminate the findings in professional journals and to the community and the Ministry of Health.

University of Calabar
Department of Obstetrics and Gynaecology,
P.M.B. 1115, Calabar, Nigeria

Three-year grant of $150,000 for research on maternal mortality in the Calabar region

Under the Corporation-supported Prevention of Maternal Mortality program, a research team based at the University College Teaching Hospital in Calabar studied two rural communities in southeastern Nigeria. Like the team in Sierra Leone, the Calabar group found high rates of maternal mortality due to hemorrhage. Interviews at three maternity wards revealed that the lack of transport, funds for treatment, and telephone service frequently delay or prevent referrals from the community health facilities to the teaching hospital. In addition, poor record keeping, inadequate training in emergency procedures, the unavailability of blood, intravenous fluids, and drugs, and delays in assembling medical personnel produce long intervals between admission and treatment.

An equally serious barrier is community members' poor understanding of the gravity and cause of bleeding. The team's recommended interventions include renovating the operating theater and training staff in record-keeping procedures, establishing a pharmacy and a system of revolving funds for stocking it, improving working conditions for emergency staff, and upgrading the skills of traditional birth attendants. Finally, the team will develop a community health education campaign and mobilize local opinion leaders to establish sustainable ways of using privately owned vehicles for transporting patients to hospitals and maintaining blood banks.

University of Lagos
P.M.B. 1001, Surulere, Lagos, Nigeria

Three-year grant of $150,000 for research on maternal mortality in Ifo, Nigeria

Having determined that the leading cause of maternal mortality in Ifo, in southwestern Nigeria, is hemorrhage, the University of Lagos research team, which is part of the Prevention of Maternal Mortality program led by Columbia University, has designed a set of interventions that it is now implementing with Corporation support. Preliminary studies revealed that delays in treatment contributed to many deaths. These delays are in part the result of inadequacies in surgical facilities and staff and in referral and admission systems.

Project team members are organizing refresher courses for physicians and midwives, technical assistance to local government health authorities to improve the skills and referral practices of traditional birth attendants, and community education on the symptoms of maternal hemorrhage.

University of Ghana
Department of Obstetrics and Gynaecology,
P.O. Box 4236, Accra, Ghana

Two-year grant of $213,500 for a project for postgraduate training in obstetrics and gynecology in Ghana

In Ghana, as in many other African countries, physicians who wish to specialize in obstetrics and gynecology must obtain at least part of their training in Europe, North America, or other parts of the industrialized world. Yet outside training may not adequately prepare graduates for service in Africa, where a different range of problems exists and advanced technologies are often unavailable or inappropriate. Ghana's lack of professional opportunities and uncertain economic future have also led numerous trained doctors either to leave the country or to remain abroad after certification.

A 1988 Corporation grant supported development of a postgraduate training program in obstetrics and gynecology at two Ghanaian medical schools: the University of Ghana Medical School in Accra and the University of Science and Technology in Kumasi. The institutions furnish the core faculty, supplemented by visiting faculty members from other African countries, the United Kingdom, and the United States. The five-year residency program, developed in cooperation with an external advisory board of members of the American College of Obstetricians and Gynecologists and the Royal College of Obstetricians and Gynaecologists in England, emphasizes community-based practice and research at small district hospitals. This grant renews the Corporation's support.

Louisiana State University
Department of Gynecology and Obstetrics,
433 Bolivar Street, New Orleans, LA
70112-2223

Two-year grant of $383,500 for coordination of external support for a project for postgraduate training in obstetrics and gynecology in Ghana

Since 1988, members of the American College of Obstetricians and Gynecologists and the Royal College of Obstetricians and Gynaecologists have been actively assisting a postgraduate residency program in Accra and Kumasi, Ghana. The program operates under the direction of two closely interacting bodies. A Ghana management committee, which consists of government and university officials and staff, is responsible for ensuring the equitable distribution of funds, reviewing the performance of program residents, and assessing the reports of visiting professors. An external advisory board, composed of members of the American and Royal colleges, supplements postgraduate teaching personnel, enhances curriculum planning and evaluation, and solicits and provides donations of medical and educational supplies and equipment. It also assists in evaluating the performance of residents and the recommendations of visiting professors, and promotes the program.

This grant renews Corporation support for the advisory board's secretariat, which organizes meetings and visiting professorships, produces reports, and serves as a liaison to the management committee. Thomas E. Elkins, head of the department of gynecology and obstetrics at Louisiana State University Medical Center, coordinates the work of the secretariat.

Duke University
Duke University Medical Center, P.O. Box 3867, Durham, NC 27710

Two-year grant of $330,400 toward a collaborative program to improve maternal and child health in Tanzania

Anemia is a condition to which women and children in developing countries are particularly susceptible. A planning grant in 1990 enabled Duke University and Muhimbili Medical Center at the University of Dar es Salaam to lay the groundwork for collaborative research on the incidence, characteristics, and determinants of various types of anemia among Tanzanian children under the age of two years. With this grant, the research team is studying 400 infants to test two hypotheses. One is that certain identifiable factors, such as iron and folate deficiencies, malaria, malnutrition, and frequent acute infections, in pregnant women are associated with the development of life-threatening anemia in the first six months. The second is that the sickle-cell trait, paradoxically, offers protection from severe anemia during the first two years. After analyzing data on the infants and their mothers, team members will disseminate their findings to local health groups and discuss with health planners the implications of these findings for maternal and child health-care services.

David T. Durack, chief of the division of infectious diseases and international health at Duke University Medical Center, heads the United States team; Duke faculty member Rupa Redding-Lallinger, based in Tanzania, is principal investigator.

University of Ibadan
College of Medicine, Department of Obstetrics and Gynaecology, Ibadan, Nigeria

One-year grant of $50,000 toward a vesicovaginal fistulae intervention project in West Africa

Vesicovaginal fistulae (VVF) — fissures in the tissues between the organs of reproduction and evacuation, most often caused by prolonged labor or mismanagement of childbirth — is an all-too-common affliction of women in West Africa. In 1989 the Corporation commissioned a study of VVF by Farhang Tahzib, an obstetrician-gynecologist at the university teaching hospital in northern Nigeria. Based on the study's recommendations, Thomas E. Elkins, now head of the department of gynecology and obstetrics at Louisiana State University Medical Center, formed a steering committee of African and United States medical experts to develop training programs in the prevention and surgical repair of VVF for senior residents in obstetrics and gynecology from Ghana and Nigeria.

This grant is in support of the program, which is directed by Henry Oladosu A. Ojengbede, chair of the department of obstetrics and gynaecology at the University of Ibadan and cochair of the steering committee. It is expected that this effort will coordinate with Nigeria's national task force on VVF, which, under a Ford Foundation grant, is consolidating similar efforts into a national plan for the prevention and treatment of this grave problem.

World Health Organization
Avenue Appia, CH-1211 Geneva 27,
Switzerland

Six-month grant of $50,000 toward technical discussions on women in health and development at the 44th World Health Assembly in May 1992

The goal of achieving Health for All by the Year 2000, approved at the World Health Assembly in 1977, prompted the World Health Organization (WHO) to conduct studies and meetings on the impact of education, the environment, housing, basic infrastructure, and other sectors on health. These studies and consultations formed the basis for technical discussions at the World Health Assembly in 1986 on intersectoral cooperation in national health strategies.

The resolutions adopted helped focus international attention on ways to improve the health of the most vulnerable groups in society, mainly women and children. At the 1992 World Health Assembly, Aleya El-Bindari Hammad, WHO senior advisor for health and development, led technical discussions on cooperation in the systematic collection, analysis, and incorporation into policies and programs of existing knowledge about the role of women in health and development. Corporation funds enabled Hammad and her colleagues and outside experts to prepare a chartbook on women's health from infancy through old age and videotape testimonials by women from around the world for presentation at the assembly discussions. The funds also paid for the travel and accommodation costs for participants active in women's functional literacy and maternal health operations research programs supported by the Corporation.

World Health Organization
Avenue Appia, CH-1211 Geneva 27,
Switzerland

One-year grant of $225,000 toward projects promoting the health, economic development, and functional literacy of women in Zambia, Zimbabwe, Ghana, and Nigeria

Grants since 1987 have enabled WHO to coordinate projects to improve the literacy, health, and incomes of very poor rural women in Zambia, Zimbabwe, Ghana, and Nigeria. Project teams teach the women to read from materials containing information on health and economic activities, then assist them in developing income-generating projects. Monographs and videotapes about the implementation of the teams' activities formed the basis of an international forum on intersectoral health held in Accra, Ghana, in 1991.

As part of the follow-up to the forum, the project teams are organizing meetings in each of the participating countries to ensure that the lessons and approaches of the project are integrated into national development planning. In addition, each team will complete a project evaluation to identify areas of weakness that require more concentrated attention. This grant continues support of the project teams' efforts and follow-up of the international forum. The information and strategies produced by the teams are expected to be useful in improving women's health and economic well-being elsewhere in Africa. WHO senior advisor for health and development Aleya El-Bindari Hammad and WHO technical officer Catherine Mulholland codirect the program.

University of Minnesota
Humphrey Center, 301 Nineteenth Avenue South, Minneapolis, MN 55455

Two-year grant of $75,000 toward activities to improve the legal status of women in Africa and the Caribbean

The United Nations Convention on the Elimination of All Forms of Discrimination Against Women, passed by the United Nations General Assembly in 1979 during the United Nations Decade for Women, has been ratified by 109 nations, including twenty-six sub-Saharan African countries and most of the Commonwealth Caribbean nations. The International Women's Rights Action Watch project, based at the Hubert H. Humphrey Institute of Public Affairs of the University of Minnesota, has become an effective advocate for ratifying the convention and monitoring compliance with it. An essential feature of Action Watch's success is an international network of more than 5,000 concerned individuals and organizations. All participants in the network inform Action Watch of legal and policy developments in their countries, which are then published in the newsletter *Women's Watch*. In collaboration with Women, Law, and Development in Africa, a network seeking to improve women's status and access to legal services, Action Watch is planning to produce an advisory guide for bringing test cases pursuant to the convention. This renewal grant is enabling Action Watch to expand its technical support efforts to meet the increased demand for information and assistance.

African Academy of Sciences
P.O. Box 14798, Nairobi, Kenya

One-year grant of $50,000 toward administration of a research grants program in female education in Africa

Correlations between women's educational levels and national development are well documented: mothers who have had five or more years of schooling are more likely to be healthy and engaged in productive self-employment than those who have not, and their children's health and ability to learn is better. Moreover, communities with more highly educated women are generally willing to put appropriate technology to effective use. Yet in Africa girls still constitute only 10 percent of secondary school students; female high school completion rates are low; and girls are not encouraged to follow educational courses that will enable them to enter the employment market.

Partial support from the Corporation in 1991 enabled the African Academy of Sciences, chaired by scientist Thomas R. Odhiambo, to plan a research grants program in female education. The program will attempt, through sustainable regional networks, to build African capacity for conducting policy-sensitive multidisciplinary research to illuminate the variables accounting for gender-related differences in education. The program will solicit proposals for competitive grants from natural, physical, and social scientists working on economics, education, population, or issues of health. The current grant is helping to cover the administrative costs of the program, including the salary of program officer Makaziwe Mandela, during the first year.

University of Bristol
Senate House, Tyndall Avenue, Bristol BS8 1TH, United Kingdom

Thirteen-month grant of $40,000 toward a study by Maureen Samms-Vaughan of determinants of low birthweight and growth retardation in Jamaica

A 1990 Corporation grant supported an epidemiological study of factors contributing to premature birth, low birthweight, and growth retardation among children in Jamaica. Maureen Samms-Vaughan, a Jamaican pediatrician and doctoral candidate in child health at the University of Bristol, in 1986 began studying more than 10,000 women in Jamaica who gave birth over a two-month period, a sample that represented nearly 95 percent of all the births in Jamaica during that time.

Samms-Vaughan is now analyzing the data to identify the sociodemographic, occupational, medical, health-care, and other factors that correlate with low-birthweight babies. From her findings she will formulate hypotheses about high-risk women in poor countries and suggest financially feasible preventive interventions for testing and application. This final grant is enabling Samms-Vaughan to complete the study and disseminate it to policymakers and researchers in developing and industrialized countries alike.

American Red Cross
National Headquarters, Office of International Services, Washington, DC 20006

Two-year grant of $240,000 for technical assistance for Red Cross societies in sub-Saharan Africa and the Caribbean

The American Red Cross, founded in 1881 and chartered by the U.S. Congress in 1905, is one of the largest volunteer health and human service organizations in the world. A total of 3,000 chapters operates not only its well-known disaster readiness, emergency relief, and blood bank programs but also a range of services including public health and safety education, care and transportation for the needy, and recruitment and training of young people for community work. The Red Cross also manages two-way partnerships linking American chapters with Red Cross societies in other countries in an attempt to develop mutually beneficial, sustainable programs aimed at confronting such problems as natural disasters, refugee movements, and complications in the delivery of services.

To help transfer skills and resources to these regions and to benefit from greater knowledge of development problems, the American Red Cross used a Corporation grant in 1988 to initiate partnerships between U.S. chapters and national societies in southern Africa and the Caribbean. Under the direction of Lucia Mackell, the International Development Project supports twenty such pairings. All the partnerships have exchanged visits and have developed work plans for their respective programs. This grant is permitting them to implement the programs and assess progress toward their goals.

University of the Witwatersrand
Centre for Applied Legal Studies, Private Bag 3, Wits, Johannesburg 2050, South Africa

Eighteen-month grant of $122,000 toward research on gender issues by the Centre for Applied Legal Studies

As South Africa's leadership prepares for negotiations on a new constitution, policy papers and draft bills of rights are being developed and discussed. Concerned that women's rights may be neglected in policy discussions and in the subsequent allocation of the country's resources, the Centre for Applied Legal Studies at the University of the Witwatersrand, the premier public law institution in South Africa, has organized a gender rights research project. Under a grant from the Corporation, staff members are analyzing constitutional provisions pertaining to women in other countries, the enforcement of these provisions, and their relative effectiveness in protecting against discrimination on the basis of sex. They are also assessing the state of gender inequality in South Africa by examining substantive and procedural law. The results of this research will be used in discussions of gender issues in negotiations on a new constitution and will help form the basis for a nondiscriminatory framework of laws.

The center will begin a public education campaign for the general public and the country's leadership, consisting of workshops, conferences, articles in professional journals, and occasional papers. Dennis M. Davis directs the center, and attorney Catherine H. Albertyn and social scientist Mavivi Manzini direct the gender rights research.

University of the Western Cape
Community Law Centre, Private Bag X17, Bellville 7535, South Africa

Nineteen-month grant of $100,000 toward the establishment of a resource center on gender and the law

Women's contribution to the framing of a new construction in South Africa is limited by the dearth of information, research, and writing on gender rights in South Africa. With this grant, the Community Law Centre of the University of the Western Cape is establishing a resource center on gender and the law, under the direction of staff attorney Brigitte S. Mbandla. Founded in 1959 as a segregated university for "coloured" South Africans, the university has developed a reputation for combatting social inequality. The law center, too, has become a nucleus of legal activism in South Africa.

Under the grant, center staff members will initially meet with local and international experts on gender rights. Subsequently they will determine, jointly with women and other community leaders, the structure of the resource center. A background document describing its activities will form the basis for launching the center, aimed at bringing national attention to gender issues in South Africa. The document will be used to develop policy proposals on gender and the law that can be disseminated to policymakers and used to identify major areas of future research on women's rights.

University of the Witwatersrand
Centre for Health Policy, 7 York Road,
Parktown 2193, South Africa

One-year grant of $50,000 toward research and policy development on women's health

The South African health care system may be among the best in the world, but for most black women this fact is of little consequence. Health policies and systems have been designed with insufficient attention to black women's health, and research is lacking that could provide the underpinning of more equitable health policies. The impact of this inattention is reflected in black infant mortality rates that are more than six times those of white South Africans.

This grant supports the Centre for Health Policy at the University of the Witwatersrand, which in 1991 established a women's health unit. Directed by Barbara Klugman, it is aimed at creating and maintaining a network of researchers and activists working on black women's health issues. Through discussions in a series of workshops and meetings with women's groups in rural areas and, ultimately, near major cities, project staff members plan to collect information that can be used in setting priorities in health planning. In addition, a quarterly newsletter detailing developments in women's health will be produced on a regular basis and distributed to network participants.

University of Cape Town
Rondebosch 7700, South Africa

One-year grant of $79,000 toward research on adolescence in South Africa

The large cohort of disaffected, highly politicized youths who have dropped out of the education system and mainstream society in South Africa threatens the chance for successful change there. Recognizing the potential this situation poses for destructive conflict, Mamphela A. Ramphele, a senior social science and health researcher who is now deputy vice chancellor of the University of Cape Town, is studying adolescents, particularly black children and youth, in a settlement known as New Crossroads.

With a Corporation grant in 1991, Ramphele's study team of social scientists, medical doctors, and students, along with local field workers, examined the health and the social context of black adolescents with the aim of determining interventions to enhance their chances for developing into healthy, successful adults.

This grant supports the second phase of the project, during which Ramphele and her colleagues are analyzing the health data and reporting the findings to schools and parents. Household studies are being conducted on adolescent health issues not included in the first phase, and more data are being collected on the social context of adolescent development. From the research results the team will formulate additional interventions on behalf of high-risk youth and prepare a comprehensive monograph for wide dissemination.

Institute of International Education
809 United Nations Plaza, New York, NY 10017-3580

Two-year grant of $120,000 toward a career development fellowship program for black South Africans at U.S. universities

The Career Development Fellowship Program of the Institute of International Education offers black South Africans the opportunity for short-term university-based study in the United States. Staff members of the program work with the institute's South African counterpart, the Educational Opportunities Council, to place black mid-career professionals in American colleges and universities, where they study with faculty mentors in fields that include agriculture, business, community organizing, counseling, health, journalism, library science, and social work. Candidates are community leaders of churches, trade unions, alternative education coalitions, professional associations, and intermediary agencies that provide support services to local communities.

To date, more than 100 fellows have completed the program and returned to South Africa, where they constitute a pool of black leaders trained to participate in their country's development. The Corporation has supported the fellowship program since its inception in 1986. Under this final grant, twenty-five more fellows have come to study in the United States. The Ford Foundation and the Charles Stewart Mott Foundation also support the program.

Institute of International Education
809 United Nations Plaza, New York, NY 10017-3580

One-year grant of $65,000 toward an information exchange on South Africa

In 1986, funds from the Corporation and the Ford Foundation enabled the Institute of International Education to establish the South African Information Exchange, a clearinghouse of information about educational opportunities for black South Africans. Directed by Ann Micou, the exchange maintains a database of 15,000 organizations, individuals, and program initiatives in the United States and South Africa concerned with improved education for black South Africans. The information is widely used by academic institutions and nongovernmental institutions in the U.S., Africa, Europe, and Canada. The exchange also publishes working papers on issues relevant to South African education, sponsors public forums, provides technical assistance to educational programs and advice to potential donors, and briefs black South African leaders who are visiting the U.S.

This final grant is permitting institute staff members to explore with colleagues in South Africa the feasibility of transferring the information exchange to an institution in that country. Funding is also provided by the Charles Stewart Mott Foundation, the John D. and Catherine T. MacArthur Foundation, and the Rockefeller Brothers Fund.

African-American Institute
833 United Nations Plaza, New York, NY 10017

One-year grant of $100,000 toward the establishment of an office in South Africa

The African-American Institute has established a new office in Johannesburg, South Africa, to promote information and communication within the region and other parts of Africa and between South Africans and Americans. Headed by the institute's senior vice president, Frank E. Ferrari, the office is collaborating with South Africans to develop programs aimed at strengthening human resources, women's organizations, traditionally black universities, and South African civil society. This grant in support of the office during its first year is supplemented by funding from the Ford and Rockefeller foundations. The institute intends for the office to become self-sustaining after two years, with support expected from other foundations and the corporate sector.

The Aspen Institute
1333 New Hampshire Avenue, N.W., Suite 1070, Washington, DC 20036

One-year grant of $300,000 toward meetings on U.S. relations with southern Africa for American lawmakers

Established by the Aspen Institute in 1988 with Corporation funds, the Southern Africa Policy Forum organizes major conferences at which members of Congress and experts on southern African issues from the United States, Europe, and southern Africa are able to discuss issues relating to the region. Five conferences have been held to date, including a 1991 meeting in South Africa that was attended by seventeen members of Congress—the largest delegation of congressional representatives to visit the country. Legislators who are interested in participating agree to attend at least one or two conferences over a period of several years. The conferences are supplemented by periodic breakfast meetings that focus on special topics.

Directing the forum is former senator Dick Clark, who served on the U.S. Senate's Committee on Foreign Relations, heading its subcommittee on Africa. This renewal grant is enabling the forum to hold additional meetings on the problems facing South Africa, particularly its development needs, as apartheid comes to an end.

African-American Institute
833 United Nations Plaza, New York, NY 10017

One-year grant of $250,000 for a program on policy issues in U.S.-African relations

The African-American Institute's Program on Policy Issues in U.S.-African Relations, supported in part by the Corporation since 1971, seeks to expand the cadre of U.S. policymakers, journalists, and business and other leaders who are knowledgeable about Africa. It organizes seminars to keep members of Congress and their staffs informed about African development issues, provides them with material on African policy matters as such issues arise on the legislative agenda, and organizes annual four-person congressional staff delegations to Africa.

The institute holds an annual conference that enables Americans to talk with African leaders, scholars, and activists. It also schedules special delegations of African leaders to the United States to articulate their concerns and establish contacts with American leaders and policymakers. This grant continues the Corporation's support of the policy studies program.

National Council for International Health
1701 K Street, N.W., Suite 600, Washington, DC 20006

Nine-month grant of $125,000 toward a program to enhance U.S. participation in international cooperation in health

The National Council for International Health (NCIH) is a private, voluntary organization dedicated to improving public awareness of international health needs. In addition to promoting this country's support of health-care programs in developing countries, the council advocates the application of lessons learned elsewhere to the solution of health problems at home, where the cost of health care is steadily rising and low-income citizens can suffer health problems as severe as any in the developing world.

Corporation grants in 1989 and 1990 supported five conferences that NCIH held in Alabama, California, Massachusetts, North Carolina, and Texas, bringing together health-care experts from this country and abroad to discuss health services in rural areas, infant mortality among lower-income families, and the financing of health-care systems. This grant is enabling NCIH to analyze the lessons learned thus far in the project, to present the findings at its annual conference, and to prepare a summary publication for wide dissemination.

Institute of International Education
809 United Nations Plaza, New York, NY 10017-3580

One-year grant of $111,000 toward research by Joseph N. Garba on peacekeeping and peacemaking in southern Africa

This grant supports the work of Joseph N. Garba, former foreign minister of Nigeria, ambassador to the United Nations, and president of the U.N. General Assembly, in assessing the theoretical and practical implementation of peacekeeping in the post-Cold War period and in the aftermath of the Gulf war. Among other issues, he is analyzing the changing military structures and security organizations in southern Africa and identifying the possibilities of channeling the energies of these forces toward peacekeeping and economic development in the 1990s. He is preparing a practical guide to peacekeeping and peacemaking that will give country-specific examples that should be useful to United Nations and African regional and subregional organizations.

Garba is based at the Institute of International Education, where he is working with J. Wayne Fredericks, the Corporation's senior consultant for the region.

Africare
Africare House, 440 R Street, N.W., Washington, DC 20001

One-year grant of $100,000 toward institutionalizing constituency development for Africa within the African American community

In 1990 Africare, the largest development organization in the United States focusing on Africa, convened a group of forty nongovernmental groups to discuss Africa-related education programs in the U.S. and ways that such programs might collaborate and share information. As a result of the meeting, Africare is building a national constituency to establish linkages among U.S. community organizations and institutions with interests in Africa and to inform policymakers about Africa and African development issues.

This grant supports the project under the leadership of Melvin P. Foote, director of constituency development at Africare. Africare is convening national, regional, and local conferences and meetings, organizing and sponsoring a leadership visit to development projects in Africa, and producing and distributing a newsletter and other promotional materials.

Archdiocese of Cape Town
Bishopscourt, Claremont 7700, South Africa

Four-month grant of $48,000 toward support for research and writing on conflict resolution by Archbishop Desmond Tutu

For decades, Nobel laureate Archbishop Desmond Tutu has demonstrated courage and determination in his efforts to bring about an equitable society in South Africa. Since February 1990, when President F. W. de Klerk initiated the dismantling of apartheid, Archbishop Tutu has played the role of spiritual diplomat by engaging business leaders, members of the major liberation movements and political parties, the government, conflicting parties in the townships, and other church leaders in an effort to promote unity and peace.

This grant is enabling him to spend four months for research and writing on the recent changes in South Africa and on ways of further contributing to peace there. The effort will involve reflection on the important moral and spiritual values that may need to be injected into South African discussions during the transition to a democratic state, as well as consultations with other scholars of transformation and change.

Abubakar Tafawa Balewa University, Bauchi, Nigeria
For publication and dissemination of the proceedings of a workshop on science and technology information systems, $5,000

African-American Institute, New York, NY
Toward writing and lecturing in the United States by Adebayo Adedeji on changing development conditions in Africa, $25,000

African Women's Development and Communication Network, Nairobi, Kenya
Toward planning a forum for African women in education, $25,000

Ahmadu Bello University, Zaria, Nigeria
For publication and dissemination of *Women's Health Issues* in Nigeria, $9,000

American College of Nurse-Midwives, Washington, DC
As a final grant toward continuing education courses for nurse-midwives in Ghana, $25,000

American Council on Education, Washington, DC
Toward participation by Vice Chancellor Grace Alele Williams of the University of Benin, Nigeria, in its 1992 annual meeting, $5,400

Association of African Universities, Accra-North, Nigeria
For a review of science and technology institutions in Africa, $16,000

Association of African Universities, Accra-North, Nigeria
Toward a study of higher education in Africa, $25,000

Association of Commonwealth Universities, London, United Kingdom
Toward participation by African and Caribbean representatives in the Fifteenth Commonwealth Universities Congress, $25,000

University of Botswana, Gaborone, Botswana
For research on appropriate technology in Botswana, $12,650

Brown University, Providence, RI
Toward participation by African representatives at conferences on world hunger, $25,000

Centre for African Settlement Studies and Development, Ibadan, Nigeria
Toward a conference on health management information systems in Nigeria, $25,000

Centre for the Study of Adolescence, Nairobi, Kenya
Toward the First Inter-African Conference on Adolescent Health, $25,000

University of Chicago, Chicago, IL
Toward African participation in a conference on cross-cultural communication and international understanding, $25,000

Columbia University, New York, NY
Toward a meeting on technology and services in Africa, $19,200

Commonwealth Medical Association, Hertfordshire, United Kingdom
Toward African participation in meetings on reproductive health, $25,000

University of Dar es Salaam, Dar es Salaam, Tanzania
Toward research on the effects of economic policies on technological capacity in Tanzania, $20,000

University of Dar es Salaam, Dar es Salaam, Tanzania
Toward the Eastern and Southern Africa Technology Policy Studies Network at the Institute of Development Studies, $25,000

University of Durban-Westville, Durban, South Africa
Toward planning an information system for an educational policy unit, $25,000

Emory University, Atlanta, GA
Toward the bulletin *Africa Demos,* $25,000

Family Care International, New York, NY
Toward a meeting of agencies and country representatives involved in safe motherhood initiatives, $25,000

University of Florida, Gainesville, FL
For a study of policy formulation and implementation in Nigerian higher education from 1960 to the present, $25,000

Fundación Mexicana para la Salud, Mexico City, Mexico
For planning a primary health-care project in the U.S.-Mexico border region, $25,000

Fundación Mexicana para la Salud, Mexico City, Mexico
Toward institutional strengthening of the regional chapter for the U.S.-Mexico border, $25,000

The Grail, Loveland, OH
Toward advocacy training for South African women, $25,000

Harvard University, Cambridge, MA
Toward an international report on mental and behavioral health, $25,000

Harvard University, Cambridge, MA
Toward an outreach program for African fellows at the Edward S. Mason Program in Public Policy and Management, $20,000

Hesperian Foundation, Palo Alto, CA
Toward dissemination of the revised edition of the village health-care handbook, *Where There Is No Doctor,* in English-speaking Africa, $25,000

University of Ibadan, Ibadan, Nigeria
Toward a conference on health issues in development, $25,000

University of Ibadan, Ibadan, Nigeria
Toward dissemination of the results of the 1991 World Conference on Comparative Adult Education, $25,000

University of Ibadan, Ibadan, Nigeria
Toward research on the health of adolescent girls in Oyo State, Nigeria, $25,000

International African Institute, London, United Kingdom
Toward participation by African scholars in a seminar on African philosophy and cultural inquiry, $25,000

International Federation for Tropical Medicine, Toledo, OH
Toward participation by scientists from sub-Saharan Africa in the XIII International Congress for Tropical Medicine and Malaria, $25,000

International Labor Office, Geneva, Switzerland
Toward planning research on the impact of pregnancy on training and employment opportunities for adolescents in selected developing countries, $25,000

Jomo Kenyatta University College of Agriculture and Technology, Nairobi, Kenya
For research on the impact of new technologies on women farmers in Kenya, $15,000

Lawyers' Committee for Civil Rights Under Law, Washington, DC
Toward African and South African participation in consultations on affirmative action policies for South Africa, $25,000

Makerere University, Kampala, Uganda
For research on technology policy and industrialization in Uganda, $15,000

Michigan State University, East Lansing, MI
As a final grant for dissemination of research on maternal health in Zimbabwe, $10,900

University of Newcastle, New South Wales, Australia
Toward assessing the feasibility of an international organization on social and health sciences, $25,000

Nigerian Institute of Social and Economic Research, Ibadan, Nigeria
Toward research on the use of new technology by rural women in Nigeria, $15,000

Nigerian Institute of Social and Economic Research, Ibadan, Nigeria
Toward the West Africa Technology Policy Studies Network, $25,000

Nigerian National Task Force on Safe Motherhood, Enugu, Nigeria
Toward support, $25,000

Northwestern University, Evanston, IL
Toward participation by African scholars in a program on health and demography in Africa, $25,000

Obafemi Awolowo University, Ile-Ife, Nigeria
Toward research on the use of new technology by rural women in Nigeria, $16,500

Overseas Development Council, Washington, DC
Toward dissemination of a report on the federal budget for international affairs, $25,000

Pan-African Association of Anthropologists, Yaoundé, Cameroon
Toward a workshop on research methods for African medical anthropologists, $25,000

Pan American Health Organization, Washington, DC
For a planning study on women, health, and development in the Caribbean, $25,000

Pan American Health Organization, Washington, DC
Toward a study of the effectiveness of international health agencies, $25,000

Phelps-Stokes Fund, New York, NY
Toward a conference of fellows of the Bishop Desmond Tutu Southern African Scholarship Fund, $25,000

Sierra Leone Home Economics Association, Freetown, Sierra Leone
As a final grant toward dissemination of the report of a program to introduce and evaluate appropriate health technologies to improve maternal and child health care, $25,000

University of Sierra Leone, Freetown, Sierra Leone
For research on agricultural technology in Sierra Leone, $25,000

University of Sierra Leone, Freetown, Sierra Leone
Toward research on agricultural technology use in Sierra Leone by Mathew L. S. Gboku, $21,500

Social Science and Medicine Africa Network, Nairobi, Kenya
Toward its first annual conference, $25,000

Social Science and Medicine Africa Network, Nairobi, Kenya
Toward its secretariat and 1992 annual conference, $25,000

Society of Gynaecology and Obstetrics of Nigeria, Apapa, Nigeria
Toward continuing education in maternal health for doctors, $25,000

Third World Organization for Women in Science, Trieste, Italy
Toward participation by women scientists from Commonwealth countries in Africa and the Caribbean in its inaugural conference and first general assembly, $25,000

XIIth International Conference on the Social Sciences and Medicine Planning Committee, Aberdeenshire, United Kingdom
Toward participation in the conference by professionals from Commonwealth countries in sub-Saharan Africa, $25,000

United Nations Conference on Trade and Development, Geneva, Switzerland
Toward national and regional studies of services in Africa, $25,000

United Nations Educational, Scientific and Cultural Organization, Paris, France
Toward participation by specialists from Commonwealth countries in a course on science and technology investment in Africa, $8,300

Women's Development Foundation, Johannesburg, South Africa
Toward planning a women's policy and advocacy organization in South Africa, $25,000

Women's Global Network on Reproductive Rights — Uganda Chapter, Kampala, Uganda
For the study of documentation centers on women's health and development, $16,000

Women's Resource Centre Natal, Durban, South Africa
Toward planning a women's resource center in Natal, South Africa, $24,300

World Health Organization, Geneva, Switzerland
Toward participation by African scientists in a conference on malaria prevention, $24,000

World Health Organization, Geneva, Switzerland
Toward planning for a global commission on women's health, $25,000

World University Service — South Africa, Cape Town, South Africa
Toward an assessment of gender training needs of nongovernmental development organizations, $25,000

Young Women's Christian Association, South African Council of World Affiliated, Johannesburg, South Africa
Toward a strategic planning and training workshop, $24,600

Cooperative Security

The program, Cooperative Security, supports independent scholarship and general-public and leadership discussion toward developing a new international security strategy based on principles of cooperation rather than competition and integration rather than isolation. Such a concept sees the states of the former Soviet Union, particularly Russia, as steady partners in a multipolar world, whose mutual interest is the avoidance of catastrophic war.

The Corporation is supporting a Brookings Institution-led consortium of research institutions and individuals to undertake the operational design of a cooperative security regime — one that has its origins in Europe but that can be adapted to suit other regions of the world, such as the Middle East or the Asian-Pacific region. The consortium's work is helping to guide the Cooperative Security program's agenda.

In addition to work on the development of cooperative security regimes, two pressing security objectives, demanding collaborative action based on sound analysis, are being pursued in the strategy and arms control subprogram. One is managing the downsizing of great power military forces and industries and the conversion of defense enterprises to civilian purposes. The other is strengthening efforts to prevent the proliferation of modern weapons — ultimately, it is hoped, achieving the condition in which nations no longer rely on weapons of mass destruction as instruments of military might.

To integrate formerly Communist nations into the industrial world, enduring partnerships will need to be forged at all levels of society, creating a web of relationships that helps to build indigenous capacity to govern through consent, to manage markets, and to resolve political differences peacefully. These are the objectives being addressed under the subprogram, strengthening democratic institutions.

An important condition for building democracies and political economies in the former Soviet Union and East Central Europe is the American public's understanding of its stakes in the outcome. The subprogram, educating policymakers and the public, supports efforts to build a consensus among general-public and government leaders on issues of international security, weapons proliferation, and reform in the former Soviet sphere, among other subjects.

In some arenas of the world, the breakdown of the rule of law has permitted the violent exercise of nationalist passions and ethnic enmities. The international community has been unprepared to resolve these crises or prevent future conflict. Henceforth the Corporation will be supporting more independent analysis of the principles and mechanisms by which nations can work together in keeping the peace within as well as between nations.

The program does not support fellowship programs or curriculum development, nor does it make direct investments overseas. It only rarely supports media projects.

Massachusetts Institute of Technology
292 Main Street, Room E38-603, Cambridge, MA 02139

Three-year grant of $1,350,000 toward support of the Defense and Arms Control Studies Program

The Defense and Arms Control Studies Program in the Center for International Studies of the Massachusetts Institute of Technology provides graduate-level public and leadership education on international defense and arms control policy. Directed by Harvey M. Sapolsky, the program pursues its research agenda through seven faculty-student working groups. A group on security studies in the former Soviet Union, led by political scientist Stephen M. Meyer, is exploring changes in the structure and process of military policy formation, defense-industrial development, and civilian-military relations in the new states.

A second group, led by political scientist Barry R. Rosen, is assessing the potential dangers of nationalist ferment in the former Soviet empire, South Asia, and the Pacific rim. Others are analyzing nuclear nonproliferation policy, U.S. missile defense technology, and the interplay of U.S. domestic and military policies.

All of these research efforts feed into the New Directions Working Group organized by arms control specialist George W. Rathjens and missile defense expert Jack Ruina. This renewal grant is providing core support for the studies program, the working groups, and a project on Middle East arms control. The center receives additional funding from the Ford, Hewlett, and John D. and Catherine T. MacArthur foundations.

Stanford University
Center for International Security and Arms Control, 320 Galvez Street, Stanford, CA 94305-6165

Twenty-month grant of $1,141,000 toward research and training in international security and arms control

With the collapse of the Soviet Union, the emergent states' defense industries and military establishments are undergoing drastic cuts in funding, equipment and weapons orders, and forces. The temptation of Russia and other states to seek orders from any willing buyers abroad may become irresistible, and a substantial pool of weapons-design talent — including teams trained in the development of nuclear weapons — may enter the world market. The challenge is not just to convert the former Soviet defense industry from military to civilian production but to shift it from state to private ownership. A prior Corporation grant to Stanford University's Center for International Security and Arms Control, codirected by William J. Perry and David Holloway, supported a joint study by U.S. and Soviet scientists and military experts of American and Soviet approaches to defense conversion. Project staff members and their counterparts are now working to design model instances of conversion-privatization in the former Soviet Union. Such models may emerge from the center's working relationship with the United States-based Foundation for Enterprise Development, which promotes the idea of employee ownership of business.

This grant is supporting the center's conversion-privatization work as well as its other projects developed with Soviet specialists on reducing the nuclear danger and on advancing cooperative security in Europe and in the Asian-Pacific region.

The Carnegie Endowment for International Peace
2400 N Street, N.W., Washington, DC 20037-1153

Two-year grant of $800,000 toward projects on nonproliferation and regional security

At the Corporation's behest, the Brookings Institution in 1991 established the Task Force on the Prevention of Proliferation, subsequently called the Cooperative Security Consortium. Composed of scholars from different research institutions with expertise in international security and weapons proliferation, the consortium concentrates its efforts on developing cooperative measures for the prevention of major war between states. It is headed by John S. Steinbruner, director of the Foreign Policy Studies Program of the Brookings Institution, and includes Ashton B. Carter, director of the Center for Science and International Affairs at Harvard University's John F. Kennedy School of Government, Janne E. Nolan, senior fellow at Brookings, and William J. Perry, codirector of Stanford University's Center for International Security and Arms Control.

This grant is allowing Leonard S. Spector and Geoffrey Kemp, both senior associates at the Carnegie Endowment for International Peace, to participate in the consortium. Spector is organizing working groups on arms control and security in the Korean Peninsula, while Kemp is developing parallel groups on the Middle East and Southwest Asia. Monthly luncheons, an annual conference, regional case studies, surveys of nuclear developments in the world, and a resulting edited volume as well as establishment of an international computer network will link other nonproliferation specialists and keep them informed of the task force's work.

National Academy of Sciences
2101 Constitution Avenue, N.W., Washington, DC 20418

Two-year grant of $600,000 toward support of the Committee on International Security and Arms Control

The National Academy of Sciences' Committee on International Security and Arms Control (CISAC) was created in 1980 to bring the scientific and technical talent of the academy to bear on the problems of international security and arms control. Since the end of the Cold War, CISAC has broadened its agenda to address issues of international stability and the potential for establishing cooperative security norms. The core of its activities is a continuing program of unofficial meetings with a comparable committee of scientists now representing the Academy of Sciences of the Russian Federation, formerly the Soviet Academy of Sciences.

CISAC is chaired by Wolfgang Panofsky, professor and director emeritus of the Stanford Linear Accelerator Center; the Russian committee is headed by Yevgeny Velikhov, director of the Kurchatov Institute of Nuclear Physics. Its eighteen bilateral meetings have dealt with the dismantling of nuclear warheads in the former Soviet Union, Russian concepts of strategic stability, potential U.S.-Russian cooperation on global strategic defense, and new military doctrines for the Commonwealth of Independent States and its member Russian Federation. This renewal grant is enabling CISAC to continue its regular program of meetings and publications and to assess proposed technical solutions to the problem of proliferation.

Henry L. Stimson Center
21 Dupont Circle, N.W., Fifth Floor,
Washington, DC 20036-1109

Two-year grant of $425,000 toward a study of the use of confidence-building measures to reduce regional tensions

The aftermath of the Cold War is a fitting time to consider how confidence-building measures that improved relations between the United States and the former Soviet Union might be adapted to help reduce tension elsewhere in the world, such as the Middle East. Toward this end, the Henry L. Stimson Center is carrying out a set of studies on the issues and convening meetings between Washington-based foreign diplomatic and military representatives and Western arms control specialists and practitioners. Under the direction of Michael Krepon, the center's president, associates are eliciting ideas from meeting participants and preparing a source book on how these measures can usefully be employed. In the future, the center staff will concentrate on reaching an audience abroad and will convene or cosponsor regional conferences that draw government participation.

The center will build on its expertise fostering multilateral verification measures for conventional and chemical arms control and other past work. In addition it will study ways to strengthen United Nations peacekeeping operations and financing. The W. Alton Jones Foundation and the Rockefeller Brothers Fund are other funders.

Carnegie Commission on Reducing the Nuclear Danger
437 Madison Avenue, New York, NY 10022

One-year appropriation of $251,337 administered by the officers of the Corporation

At the request of Carnegie Corporation, New York University historian McGeorge Bundy, Stanford University physicist Sidney D. Drell, and former chairman of the Joint Chiefs of Staff Admiral William Crowe in 1991 formed a Commission on Reducing the Nuclear Danger. Their aim has been to study the nature of the nuclear danger in the twenty-first century, offering a fresh appraisal of nuclear weapons in a changing security environment and identifying the nuclear threats to, and requirements for, global security. Starting with the assumption that there will be further reductions, to 3,000 strategic nuclear weapons in the U.S. and the former Soviet Union, they are reassessing the United States' long-run nuclear posture and detailing desirable changes in doctrine, force structure, and targeting. Their work, drawing on the analyses of scholars at Harvard and Stanford universities, the Massachusetts Institute of Technology, the Brookings Institution, and elsewhere, is being carried out in consultation with an advisory committee.

The final product, a book written for the general public, will be released in October 1993. This grant supported the project during its final twelve months.

American Association for the Advancement of Science
1333 H Street, N.W., Washington, DC 20005

Two-year grant of $350,000 toward support of the Program on Science and International Security

The American Association for the Advancement of Science's Program on Science and International Security, under the direction of political scientist W. Thomas Wander, has been exploring promising approaches to arms control, conflict resolution, and the enhancement of international security. In 1989 the Corporation provided funding for three specific activities: the association's annual colloquium on science, arms control, and security; a series of technical and policy seminars for members of Congress and their staffs; and a publications series consisting of meeting papers, books, monographs, videotape educational packages, and issue papers analyzing and explaining arms control and security issues.

This grant renews Corporation support, enabling the program to hold three international workshops on advanced weaponry in the developing world. In the first, scientists and military analysts will evaluate the capabilities of various proliferating technologies before an audience of regional specialists and policy practitioners. In the second, regional specialists and policy practitioners from developing nations will discuss perceived threats that fuel the demand for advanced weaponry. In the third, former and current policymakers will put forward policy recommendations. The findings from the workshops will be discussed and debated in seminars for policymakers, the press, and the public.

Princeton University
Woodrow Wilson School of Public and International Affairs, Engineering Quadrangle, Princeton, NJ 08544-5263

Two-year grant of $333,500 toward research and training on new policy initiatives for nuclear arms reductions and nonproliferation

Since 1987, the Corporation has supported Princeton University's Program on Nuclear Policy Alternatives, headed by physicist Frank N. von Hippel. The program is attempting to identify the technical requirements for achieving a universal nuclear weapons regime based on minimal forces and stricter constraints on weapons development, production, and proliferation.

Von Hippel and his colleagues are analyzing issues involved in agreements intended to reinforce such a regime and will promote the development of scientific groups elsewhere in the world that can play a comparably independent analytic role within individual countries. They have supported the establishment of two technical arms control and nonproliferation research and teaching centers, one in Moscow and one in Shanghai, and started a program enabling fellows from the two institutions to spend a year at Princeton. In addition, they have held summer institutes for younger Americans and Russian and Chinese nationals and recruited a British and a German analyst to work on nuclear energy and export issues.

This grant is enabling the group to continue its analytic work and expand its efforts to engage and train scientists from other countries. The John D. and Catherine T. MacArthur Foundation and the Rockefeller Brothers Fund are also furnishing support.

Natural Resources Defense Council
1350 New York Avenue, N.W., Washington, DC 20005

One-year grant of $200,000 toward a program on nuclear nonproliferation

Over the years the Nuclear Program of the Natural Resources Defense Council (NRDC) has monitored underground nuclear tests in the United States and the former Soviet Union and published the influential *Nuclear Weapons Databook* series, which is widely used by journalists and members of Congress as background on arms control negotiations and policy and on decisions about defense budgeting and procurement.

A 1990 Corporation grant helped NRDC establish the Nuclear Weapons Data Center, to continue producing the databooks and to publish articles, assist journalists, and provide information for such reference sources as almanacs and encyclopedias. Since then the nuclear program, under the direction of Thomas B. Cochran, has focused on stopping the production of weapons-grade fissile materials and eventually on achieving a ban on the use of weapons-grade plutonium and highly enriched uranium in civilian power and research reactors.

This grant is being used in part to review the U.S. legal and regulatory structure that affects nonproliferation and export control policies in an attempt to simplify and strengthen that structure. Funds will also be used to enhance the capacity of scientific and advocacy groups in nuclear states and potential proliferators alike to provide independent analysis of, and pressure on, their countries' policies.

Harvard University
John F. Kennedy School of Government, 79 John F. Kennedy Street, Cambridge, MA 02138

Fourteen-month grant of $177,250 for a study of the proliferation of weapons of mass destruction and U.S. national security

During the Gulf war, the United States engaged a military adversary that possessed abundant chemical weapons and missile systems capable of delivering them; a sophisticated if incomplete nuclear effort; and an active biological weapons program. It is imperative that the United States not only examine how additional nations might be stopped from acquiring weapons of mass destruction but also ask how the proliferation of such weapons will affect national security.

This grant is enabling scholars at the Avoiding Nuclear War Project at Harvard University's John F. Kennedy School of Government to examine the implications for intelligence requirements, military strategies, and arms control and other agreements.

Principal investigators Robert D. Blackwill, former ambassador to the Mutual and Balanced Force Reductions Talks in Vienna, and Albert Carnesale, acting dean of the Kennedy School, are organizing a working group to prepare papers for eventual organization into a book on new threats to the United States.

Wisconsin Project on Nuclear Arms Control
1701 K Street, N.W., Suite 805, Washington, DC 20006

Two-year grant of $150,000 toward research, writing, and advocacy on the enforcement of export controls

Throughout most of the Cold War, Australia, Japan, Spain, and all NATO countries except Iceland worked through the Coordinating Committee for Multilateral Export Controls (COCOM) to coordinate national restrictions on the export of technologies with civilian and military applications to China, the U.S.S.R., and other Warsaw Pact nations. Separate multinational regimes were established to contain the proliferation of ballistic missile, chemical, and nuclear weapons technologies and materials to the developing world.

The liberation of the Eastern bloc, the trend toward European economic unification, and the resurgence of concern about weapons proliferation, however, have complicated the debate among experts over how American export controls should be organized. Gary L. Milhollin, director of the Wisconsin Project on Nuclear Arms Control, advocates replacing COCOM controls with a new, more universal, regime aimed at denying developing nations the tools of mass destruction. This grant, joined by other foundation support, is enabling Milhollin to continue his work to define and propose such controls. Through research and the education of policymakers and the press on the activities of supplier countries, he and his staff are urging the adoption of more universal proliferation controls.

Harvard University
Harvard Law School, Griswold 404, Cambridge, MA 02138

One-year grant of $125,000 for research and education on the proliferation of advanced weapons

As access to weapons of mass destruction grows, so does the risk that violent conflicts within a nation will lead to regional and even global war. In such a world, it is perhaps in each sovereign nation's interest to yield some authority to larger cooperative arrangements designed to prevent major war. Such is the reasoning of the Brookings Institution's Cooperative Security Consortium (formerly the Task Force on the Prevention of Proliferation), whose members are international security and arms control experts from research institutions, supported by the Corporation since 1991.

The consortium has invited Abram J. Chayes, a professor at Harvard Law School, and Antonia Handler Chayes, an adjunct professor at Harvard's John F. Kennedy School of Government, to design and make recommendations for multilateral control regimes and enforcement mechanisms that might effectively limit or stop the proliferation of nuclear, chemical, biological, and conventional weapons and ballistic missile technology.

The Chayeses are examining, among other issues, how nations would codify, monitor, and enforce regulations on the transfer of weapons and their delivery vehicles. This grant supports the Chayeses' participation in the consortium.

Federation of American Scientists Fund
307 Massachusetts Avenue, N.E., Washington, DC 20002

One-year grant of $117,500 toward U.S.-Soviet joint research on the technical basis for arms control and reductions

In 1987, the Federation of American Scientists (FAS) Fund, chaired by Princeton University physicist Frank N. von Hippel and directed by mathematician Jeremy J. Stone, began a five-year joint study with the Committee of Soviet Scientists for Peace and against the Nuclear Threat (CSS) on ways to reduce American and Soviet nuclear weaponry to fewer than 2,000 warheads on each side. They have recommended cuts not just in ballistic missiles but in the nuclear warheads and fissile materials they contain. Their plan for verifying warhead reductions is published in the 1990 report, *Reversing the Arms Race: How to Achieve and Verify Deep Reductions in the Nuclear Arsenals*.

Under this grant, supplementing previous support, the FAS-CSS team is collaborating on ways to restrict the flight testing of ballistic missiles and reentry vehicles and to halt the further development of maneuverable reentry vehicles, earth-penetrating warheads, and space radars that can be used to target submerged submarines. They are also discussing ways to promote openness and the use of information by both sides in the nuclear arms race and identifying areas of military research and development that can be shared without compromising the national security of either side. The Corporation's grant is being matched by the W. Alton Jones Foundation.

Parliamentarians for Global Action
211 East 43rd Street, Suite 1604, New York, NY 10017

Two-year grant of $200,000 toward projects to strengthen multilateral security and peace-keeping institutions

The 650 members of Parliamentarians for Global Action (PGA) come from the national parliaments of forty-five countries, including the former Soviet Union and other countries of the former Warsaw Pact, and from the European Parliament. PGA's signal contribution has been to represent the interests of smaller powers that are still fending for themselves in an uncertain world of arms races and alliances and could be tempted to acquire nuclear capability. To help forestall this eventuality, PGA has pushed for the convening of a United Nations Special Session on International Peace and Security in 1993, to review U.N. mechanisms, resources, and authority to mediate and prevent conflict and allow for constructive intervention.

Concerned about weapons proliferation and superpower behavior, PGA is also paving the way for a conference on the possible conversion of the Partial Test Ban Treaty to a comprehensive ban on nuclear tests. It is supporting and disseminating the work of experts on the technical aspects of verifying and enforcing strengthened restrictions on nuclear testing. This grant is supplemented by funding from the John D. and Catherine T. MacArthur Foundation and other foundations.

Kennedy Graham, a diplomat on leave from the New Zealand foreign service, is secretary general; Aaron Tovish is executive director.

International Research and Exchanges Board
1616 H Street, N.W., Washington, DC 20006

Two-year grant of $1,600,000 toward support

Once a joint project of the American Council of Learned Societies and the Social Science Research Council, the International Research and Exchanges Board (IREX) became an independent nonprofit organization in 1991. It continues its work of organizing exchanges among scholars in the humanities and social sciences from the United States, the former Soviet Union, and Eastern Europe. With funding from the U.S. Department of State, the U.S. Information Agency, and private foundations, IREX each year supports cooperative projects and meetings across a broad range of disciplines in addition to sponsoring up to 550 scholarships.

Since the collapse of the Soviet Union, Russians have turned to the West, and particularly the United States, for direction in seeking and funding scholarships, teaching new scholars and analysts, and managing research that will replace a system administered tightly from the top. IREX has assisted and mediated these efforts, drawing on its extensive experience in the former Soviet Union to understand the transitions there.

This renewal grant is helping launch IREX into the new era as it expands or establishes field offices in the independent states and in Eastern Europe, under executive director Daniel C. Matuszewski.

International Research and Exchanges Board
One Palmer Square, Suite 435, Princeton, NJ 08542-3718

Two-year grant of $1,200,000 for a project on ethnic conflict in Eastern Europe

A 1991 grant supported the work of Allen H. Kassof, former executive director of the International Research and Exchanges Board, in implementing a five-year program to foster a community of researchers and policymakers in countries of East Central and southeastern Europe who are committed to peaceful resolution of their ethnic and nationality conflicts.

The project's advisory Council for Ethnic Accord works to increase the visibility of individuals and of research and policy institutions with moderate views and to offer these groups access to information and assistance from one another and from the United States and other countries. It also endeavors to improve practical communication within and among countries by collecting and distributing data and establishing special print and electronic networks. The council provides core reference materials to researchers, students, teachers, and policymakers and trains and supports them. The project's first regional symposium, held in 1991 in Bucharest, Romania, which was cosponsored with the Romanian Academy of Sciences, concentrated on interethnic relations. The second symposium will continue this concentration, with a special focus on the Roma, or gypsy minorities, throughout the region. This grant continues the Corporation's core support for the project.

Harvard University
John F. Kennedy School of Government,
79 John F. Kennedy Street, Cambridge,
MA 02138

Twenty-five-month grant of $752,000 for programs with military personnel of the former Soviet Union on the role and organization of the military in a democratic society

In September 1991, with Corporation support, Harvard University's John F. Kennedy School of Government held a two-week executive training seminar for twenty-eight Soviet general staff officers on United States national security policymaking and on the relationship between the civilian and military worlds in a democracy, among other issues. This unprecedented event, which took place less than two months after the failed Soviet coup, signaled a recognition by the Soviet general staff of the need to adapt to a radically changed world.

Following a visit to Moscow in October, Ambassador Robert D. Blackwill, career diplomat since 1967 and lecturer in public policy at the school, and Kurt M. Campbell, assistant director of the school's Center for Science and International Affairs, continued hosting the seminars and also organized a series of more focused advisory visits by American specialists — including former negotiators, legal affairs experts, leading academic specialists, and former military officials — to consult with Soviet military and civilian officials. To test the viability of this second project, the Corporation funded an initial working visit that concentrated on the U.S. experience with negotiating agreements to allow the stationing of forces in foreign countries. The second visit is dealing with the problems of closing bases on foreign territory. This grant supported the executive program during the fall of 1992 and the remaining advisory visits.

Harvard University
John F. Kennedy School of Government,
79 John F. Kennedy Street, Cambridge,
MA 02138

Fifteen-month grant of $698,000 toward a project on strengthening democratic institutions in the Soviet Union

A 1990 Corporation grant supported a project at Harvard University's John F. Kennedy School of Government aimed at helping the former Soviet Union move toward democracy, a market economy, and constructive international relations. Under the direction of Graham T. Allison, Jr., project members are offering practical advice on economic management and political decision making to local, republic, and federal governmental leaders. For example, they are working with the reform administrations of Moscow, Kiev, and St. Petersburg; have sent experts in urban finance and management to nine other former Soviet cities; and are putting defense industries in touch with Western investors to discuss possible new enterprises.

In the United States they have called attention to America's stake in helping the former Soviet Union continue along the path of reform. This grant renews the Corporation's support.

Atlantic Council of the United States
1616 H Street, N.W., Washington, DC 20006

Two-year grant of $150,000 toward projects on the future of the United States-Soviet relationship

Perestroika and Federalism is a project led by the Atlantic Council of the United States with the Brookings Institution and the Institute of World Economy and International Relations of the Russian Academy of Sciences. It assists officials in the Russian Federation in understanding the ways in which the federal systems of the United States and Canada handle the division of labor and authority among different levels of government. Small working groups from the two North American countries are visiting Russian cities to examine how intergovernmental relations can be worked out in such areas as finance, legal and regulatory jurisdictions, transportation, internal security, commerce, and the environment.

A second project of the council and the Russian institute, called Soviet-American Relations in a Pluralistic World, involves a U.S.-Russian working group of foreign policy specialists, who are making policy recommendations for both governments concerning the implications of changes in Russia for the foreign policies of the republics. General Andrew J. Goodpaster is chairman of the council.

The Ford Foundation, the Pew Charitable Trusts, and the William and Mary Greve Foundation also provide support.

Helsinki Watch
485 Fifth Avenue, New York, NY 10017-6104

Two-year grant of $100,000 toward activities in the Commonwealth of Independent States

Within the former Soviet Union, continued public discontent, ethnic violence, and conflicts between Russian and other political leaderships have given new urgency to concerns about human rights in that part of the world. At the same time, the disintegration of the Soviet Union's federal structure has made it difficult to investigate the alleged human rights violations stemming from these confrontations.

With prior Corporation support, Helsinki Watch, an independently incorporated component of Human Rights Watch and the U.S. member organization of the International Helsinki Federation for Human Rights, organized American support and concern for the rights of dissidents and reformers throughout the Soviet Union. Recently, through its Moscow office, it has established links with the thousands of new citizens' clubs, associations, and organizations in the newly independent states whose interests range from recreation to politics. Helsinki Watch is now expanding its program from monitoring, observing, and reporting toward training and assistance to human rights groups in key states, with the aim of building a network of human rights monitors and defenders there.

Lawyers Committee for Human Rights
330 Seventh Avenue, Tenth Floor, North,
New York, NY 10001

Two-year grant of $100,000 toward monitoring and analysis of legal reform in Russia

Since 1987, the Lawyers Committee for Human Rights, an organization established to promote international human rights and the rule of law in the United States and abroad, has monitored and assessed the process and implementation of legal reform in the former Soviet Union. In 1989 it established a program to foster the rule of law in the successor states, which has brought together reformers with American experts in jurisprudence for the exchange of knowledge and experience. In 1991 the committee began concentrating its efforts on ensuring the independence of the judiciary, monitoring the evolution of the former Soviet Union's legal system, and collaborating with human rights lawyers and activists.

Recognizing that it cannot monitor and attempt to influence events in all of the former Soviet republics, the committee is paying special attention to the Russian Federation and the emerging problems of refugees, displaced persons, and foreign nationals. The Corporation is providing general support to this program while the committee seeks additional funding from other sources.

Arms Control Association
11 Dupont Circle, N.W., Suite 250,
Washington, DC 20036-1207

Two-year grant of $200,000 toward a program on arms control and national security for the Washington press corps

The Arms Control Association, directed by Spurgeon M. Keeny, Jr., is a nonpartisan organization founded in 1971 to increase public understanding of the arms control process and its contribution to this country's security. In the past, most of the association's research and education focused on the relationship between United States and Soviet forces and arms, but the organization's emphasis has since turned to regional security matters and the proliferation of advanced weaponry. The association conducts a program of press briefings at which former high-level government officials and senior arms control analysts provide critical analyses of current issues.

The organization held eight briefings in 1991 on such topics as conventional arms transfers in the Middle East, the Bush administration's Middle East arms control initiative, the ratification of the Conventional Forces in Europe Treaty, the Strategic Arms Reduction Treaty, the implications for arms control of the failed Soviet coup, and unilateral proposals by Presidents Bush and Gorbachev to draw down short-range nuclear weapons. The association provides an inquiry service for working journalists and publishes *Arms Control Today*. This grant renews previous Corporation support, which is supplemented by funding from the John D. and Catherine T. MacArthur, W. Alton Jones, and Ford foundations.

The Aspen Institute
1333 New Hampshire Avenue, N.W., Suite 1070, Washington, DC 20036

One-year grant of $505,350 toward meetings on East-West relations for American lawmakers

In 1986, with Corporation support, former senator Dick Clark, senior fellow at the Aspen Institute, began holding meetings between members of Congress and scholars of the Soviet Union to improve congressional understanding of Soviet affairs. The meetings have since expanded to include seminars on Central and Eastern Europe.

To date, the project's eight conferences and twenty-three breakfast meetings have drawn a total of forty-two members of Congress, many of whom are regular participants. Reports summarizing the discussions and background papers are distributed to interested individuals and organizations, members of Congress, and administration officials. This grant enables the project to hold two conferences, one on the prospects for sustaining liberal democracy in Central and Eastern Europe and the other on the transformations under way in the former Soviet Union and the role of the United States in promoting peaceful change there. The W. Alton Jones Foundation also supports the project.

The Aspen Institute
Aspen Strategy Group, 1737 Cambridge Street, Cambridge, MA 02138

Two-year grant of $250,000 toward support of the Aspen Strategy Group

The Aspen Strategy Group, directed by Harvard political scientist Joseph S. Nye, Jr., who also heads Harvard's Center for International Affairs, is a standing committee of the Aspen Institute. Founded in 1984 to bring research on security-related policy problems to the attention of policymakers, opinion leaders, and the general public, the group includes members of Congress and the executive branch as well as representatives from universities and other nongovernmental institutions. Its three meetings a year, following a December planning meeting, focus on issues ranging from weapons proliferation to the future of nuclear deterrence to international economic trends, which, along with sponsored research, become the basis of numerous reports, articles, and books.

Under this grant, the strategy group and scholars and policy practitioners from abroad are addressing two key issues: the multiple threats posed by the proliferation of advanced weaponry to regional trouble spots and the economic rivalry between the United States and Japan. The group is receiving matching support from the John D. and Catherine T. MacArthur Foundation.

Fund for Peace
1755 Massachusetts Avenue, N.W., Suite 500, Washington, DC 20036

One-year grant of $250,000 toward support of the National Security Archive

The National Security Archive, a project of the Fund for Peace, is a library and research facility whose purpose is to collect, index, analyze, house, and make available to research centers and scholars contemporary declassified and unclassified U.S. government documents pertaining to national and international security policy. Directed by Thomas S. Blanton, the archive builds collections by subject and particular time periods, with name and subject indices, bibliographic catalogues, and narrative chronologies. Each set ranges from 12,000 to 30,000 pages.

Eight document sets have been published—on El Salvador; Iran; the Iran-Contra affair; the Cuban missile crisis; the U.S. intelligence community; the Philippines; Afghanistan; and Nicaragua. Sets on South Africa, the military uses of space, nuclear nonproliferation, and the Berlin crises were issued in 1992. Sets on low-intensity conflict, national security decision documents, Angola, the Persian Gulf, and Latin America are forthcoming. Under separate start-up funding, the archive is developing a cumulative guide and index to its first seven document collections on CD-ROM (compact disk for read-only memory) and is considering publishing paperback books for use by senior high schools and colleges. This grant continues the Corporation's support.

ACCESS: A Security Information Service
1730 M Street, N.W., Suite 605, Washington, DC 20036

One-year grant of $125,000 toward support of a security information service

Founded in 1985 by Mary E. Lord, ACCESS aims to provide individuals and groups with reliable information and analysis on questions of international security, arms control, peace, and conflict. Staff members respond to and monitor inquiries, maintain a speakers bureau, and publish *Resource Briefs* and *Security Spectrums*—periodic overviews of international security issues—and *The ACCESS Resource Guide* of institutions, organizations, and resources in the international security field.

The Corporation, which has supported ACCESS almost from the start, has provided funds for the updating and expansion of its services, including making the resource guides available electronically. Staff members are producing two additional guides: one on events in the former Soviet Union, the other a voter's manual on foreign policy issues prepared in partnership with the Foreign Policy Association. Combined with general support from the Ford, John D. and Catherine T. MacArthur, and W. Alton Jones foundations, the Corporation grant will permit ACCESS to broaden its sources of funding.

The Brookings Institution, Washington, DC
Toward research and writing on defense and security issues and policies in the former Soviet Union, $25,000

The Brookings Institution, Washington, DC
Toward research and writing on the conversion of Russian defense industries, $25,000

University of California, Berkeley, Berkeley, CA
For research and writing on state formation and ethnic and national relations in the former Soviet Union, $24,150

The Carnegie Endowment for International Peace, Washington, DC
Toward a study of congressional organization as it affects foreign policy, $25,000

Center for Post-Soviet Studies, Chevy Chase, MD
Toward a project on the future of science in the former Soviet Union, $25,000

Conflict Management Group, Cambridge, MA
For planning a project on managing ethnic conflict within the former Soviet Union, $24,400

Conflict Management Group, Cambridge, MA
For participation by U.S. specialists in a meeting in Moscow on ethnic relations in Russia, $17,500

Georgetown University, Washington, DC
Toward a conference on science policy and industrial technology in the former Soviet Union, $13,800

Harvard University, Cambridge, MA
For a U.S.-Soviet workshop on the organization of the military in the former Soviet Union, $25,000

Harvard University, Cambridge, MA
For research and writing on Russian economic development and industrial policy, $25,000

Hofstra University, Hempstead, NY
Toward a U.S.-Russian study of labor-management relations, $15,000

International Economic Association, Paris, France
Toward American participation in the association's world congress in Moscow, $25,000

Monterey Institute of International Studies, Monterey, CA
Toward support of a conference on nuclear exports and nonproliferation policy, $24,000

National Academy of Sciences, Washington, DC
For planning a U.S.-Soviet study of controls on dual use technologies, $22,690

National Academy of Sciences, Washington, DC
Toward a meeting on the future of basic science in the former Soviet Union, $25,000

Peace Through Law Education Fund, Washington, DC
Toward support of the Congressional Roundtable on Post-Cold War Relations, $25,000

College of St. John the Evangelist in the University of Cambridge, Cambridge, United Kingdom
Toward a conference on war as a social institution, $12,000

Henry L. Stimson Center, Washington, DC
Toward support for a book on the Persian Gulf war, $25,000

World Priorities, Washington, DC
Toward the publication of *World Military and Social Expenditures,* $25,000

Special Projects

Each year the Corporation makes grants and appropriations that fall outside its defined programs, enabling it to explore new ideas that may or may not evolve into a full-fledged program or subprogram.

In the past few years the largest appropriations have been made in science policy-making for the Carnegie Commission on Science, Technology, and Government, which was formed in 1988 to study ways that government can more successfully incorporate scientific and technological knowledge into policy and administrative decision making. Although the commission will not complete its analytical work until mid-1993, its impact is already being felt, in the elevation of the nation's science advisor to cabinet status; reestablishment of the President's Science Advisory Committee; creation of a research and education program on the uses of science and technology by federal and state courts; and negotiation of an agreement between the National Science Foundation and the U.S. Department of Energy to streamline federal support for mathematics and science education.

Building on its enduring interests in civil rights and voter education, the Corporation continues its series of grants to encourage the broader political participation of the electorate and to understand the complex problems of government and its institutions in the United States. This interest extends to the world stage in the foundation's commitment to seeking mechanisms for preventing or ending violence between and within countries of the developing world and for encouraging the growth of democratic institutions there.

Also under Special Projects, the foundation has, over the years, maintained an interest in social policy and has long been a leader in efforts to improve the health and professionalism of the nonprofit sector.

Science, Technology, and Government

Carnegie Commission on Science, Technology, and Government
437 Madison Avenue, New York, NY 10022

One-year appropriation of $2,487,562 administered by the officers of the Corporation

The Carnegie Commission on Science, Technology, and Government was created by the Corporation in 1988 to help government institutions respond to the unprecedented advances in science and technology that are transforming the world. The twenty-two-member commission is cochaired by Joshua Lederberg, Nobel scientist and university professor at Rockefeller University, and William T. Golden, chair of the American Museum of National History. In the year 1991-92 the Commission published five reports: *Science, Technology, and Congress: Analysis and Advice from the Congressional Support Agencies*; *Science and Technology in U.S. International Affairs*; *International Environmental Research and Assessment: Proposals for Better Organization and Decision Making*; *Science, Technology, and the States in America's Third Century*; and *Enabling the Future: Linking Science and Technology to Societal Goals*.

In the forthcoming and final year, the commission expects to issue reports on development organizations, environmental research and development, nongovernmental organizations, judicial decision making, regulatory decision making, and congressional procedures in addressing science and technology issues. There will be a short concluding report to highlight the commission's findings in 1993 and a book-length report in 1994. A range of follow-on activities will be undertaken to encourage the implementation of the commission's recommendations.

Strengthening Democratic Institutions

Center for National Independence in Politics
129 N.W. Fourth Street, Suite 204, Corvallis, OR 97330

Fifteen-month grant of $250,000 toward information services for voters

In 1989 national leaders representing both major parties and a wide spectrum of political ideologies founded the Center for National Independence in Politics, a central computerized information source on candidates for political office. Through the center's Project Vote Smart, citizens may use an 800 number to obtain biographical information on the candidates and details on their voting records, campaign financing, and ratings of incumbents' performances. In response to calls made to a 900 number, the project distributes a voter's manual, available in English and Spanish, containing information about candidates in each state and practical suggestions for making the electoral system more responsive. The project additionally has developed a special information service on candidates that will help journalists cover elections and analyze political commercials critically.

The center is associated with Oregon State University, from which it enlists interns to interview candidates on their awareness of the issues and respond to telephone calls. This grant is helping the center, under the direction of former Arizona state senator Richard Kimball, implement the services nationally.

Center for Policy Alternatives
1875 Connecticut Avenue, N.W., Suite 710,
Washington, DC 20009

Two-year grant of $200,000 toward a project on state election law reform to increase voter participation

During the presidential election of 1988, barely 50 percent of eligible voters cast a ballot; in the congressional elections of 1990, just 36 percent did so. While a loss of faith in politicians and a growing feeling of impotence within the citizenry about the possibilities of effecting change in government contributed to low voter turnout, the structural barriers to voter registration and participation are also primary factors.

The Center for Policy Alternatives, a nonpartisan public policy center directed by Linda Tarr-Whelan, develops state legislative strategies to eliminate barriers to voting. Its governance program identifies and analyzes models for electoral reform, brings leaders in this field together to advance new ideas and policies, and works to build a clearinghouse of information for state leaders and the media on the issues. Special efforts are made to involve nonvoting citizens and minority members in the political process. Staff members seek to have election forms and notices prepared for the marginally literate and non-English speaking and improve the usefulness of information about candidates and their platforms, among other measures. This grant extends the Corporation's funding of the program, which is also supported by the Joyce and Ford foundations.

American Enterprise Institute for Public Policy Research
1150 Seventeenth Street, N.W., Washington, DC 20036
The Brookings Institution
1775 Massachusetts Avenue, N.W.,
Washington, DC 20036-2188

Two eighteen-month grants of $125,000 each toward examination of the U.S. Congress

In 1992, Senators David L. Boren and Pete V. Domenici and Representatives Lee H. Hamilton and Willis D. Gradison, joined by several colleagues, requested that the Senate Committee on Rules and Administration establish a joint committee on the reorganization of the U.S. Congress. To strengthen its deliberations on congressional reform, the joint committee asked two congressional scholars, Norman J. Ornstein of the American Enterprise Institute for Public Policy Research and Thomas E. Mann of the Brookings Institution, to lead a comprehensive study of the institution. With this grant, they are analyzing the history of congressional reform efforts, Congress's structure and functions, and options for change. They are drawing on the expertise of other congressional scholars, present and former members of Congress and former staff members, individuals with executive and judicial branch perspectives, and journalists.

In addition to submitting a written report that will be integrated with the joint committee's own work, Ornstein and Mann will publish two books presenting highlights of the materials prepared for the study. The Smith Richardson and Olin foundations are also supporting the project.

National Public Radio
2025 M Street, N.W., Washington, DC 20036

Fourteen-month grant of $100,000 toward coverage of the 1992 presidential campaign and election

The Corporation has supported public affairs programs of National Public Radio (NPR) since 1975, when the first grant was given for the half-hour education magazine, "Options in Education." Other grants have contributed toward special coverage of development issues in sub-Saharan Africa and of the presidential campaigns and elections of 1984 and 1988. A subsequent grant toward NPR's coverage of the 1992 electoral process has enabled its new political unit to address such specific issues as campaign financing, political advertising, and foreign and domestic policy issues. The plan included soliciting voters' opinions through member stations and by means of interviews in the field. All the presidential candidates received free air time to discuss any subject they wished and respond to listeners' calls. NPR also worked with stations in California, the Southwest, New York City, and Chicago to reach sizable Hispanic and African American audiences through local programming, call-ins, and community participation.

This and other election outreach activities were undertaken in an attempt to motivate the electorate—and those who have yet to reach voting age—to become more involved in the political process. The John D. and Catherine T. MacArthur Foundation, the Charles H. Revson Foundation, and the Corporation for Public Broadcasting also supported NPR's political coverage.

Center for Responsive Politics
1320 Nineteenth Street, N.W., Washington, DC 20036

Nine-month grant of $50,000 toward studies of the Federal Election Commission and campaign contributions

The role that money plays in electoral politics is a major obstacle to political campaign reform. The Center for Responsive Politics provides to the media, legislators, and the general public information on how and by whom campaigns are financed. It also furnishes technical assistance to regional organizations, for which it has served as a model, that follow state and local campaign financing. In 1992 it merged with the National Library on Money & Politics, a research organization that possesses a sophisticated database on the influence of private money in American elections.

This grant, supplemented by funding from the Arca, Mary Reynolds Babcock, Joyce, and J. Roderick MacArthur foundations, supports two projects of the center. The first is to monitor and report the failures of the Federal Election Commission and make a case for its fundamental restructuring. The second is to analyze and regularly report to the public on "soft money" campaign contributions and expenditures. This money, supposedly contributed for nonfederal purposes, can be used for campaign activities, such as voter registration, that often influence the outcome of federal contests. Ellen S. Miller is executive director of the center and the library.

Lawyers' Committee for Civil Rights Under Law
1400 Eye Street, N.W., Suite 400,
Washington, DC 20005

Two-year grant of $300,000 toward support of the Voting Rights Project

The Lawyers' Committee for Civil Rights Under Law, founded in 1963 and directed by Barbara R. Arnwine, pursues litigation, monitoring, education, and technical assistance to expand the participation of citizens in the electoral process. The committee's Voting Rights Project provides legal representation to minority community groups seeking to challenge in court racially discriminatory congressional redistricting and legislative reapportionment plans. It monitors the Justice Department's enforcement of the Voting Rights Act of 1965 and mobilizes community efforts to improve the electoral process. The project disseminates to the public educational materials on recent court decisions and the legal requirements for redistricting and for protecting minority voting rights.

With a national office in Washington, D.C., and seven local independent affiliated committees in cities nationwide, the committee maintains strong ties to the private bar that enable it to draw on *pro bono* legal assistance from top law firms in the country. This grant continues the Corporation's funding of the committee, which also receives support from the Ford, Joyce, and Rockefeller foundations and in-kind contributions from cooperating law firms.

Columbia University
School of International and Public Affairs, 420 West 118th Street, New York, NY 10027

Fourteen-month grant of $95,700 toward research and writing by Alfred C. Stepan on building democratic institutions

In nearly every region of the world, people discarding authoritarian regimes are struggling to choose a democratic form of government, whether parliamentary, semi-presidential, or presidential. Their countries' leaders must not only consider the means of carrying out reforms and consolidating democracy; they must assess the role of institutions and the ways that each framework encourages or discourages the emergence of organizations and practices that are recognized as legitimate and foster cooperation and peaceful conflict resolution.

The different paths to democracy are the subject of research by Alfred C. Stepan, a professor of political science at the Research Institute on International Change at Columbia University's School of International and Public Affairs. Stepan is comparing democratic changes within Latin America, Southern, Eastern, and Western Europe, Asia, and the United States and examining widely held assumptions about the strengths and weaknesses of the three democratic formulas. The articles and book that are to result will be a major treatment of parliamentarianism and presidentialism. The Ford Foundation is also contributing to the project.

National Commission on the State and Local Public Service
c/o Nelson A. Rockefeller College of Public Affairs and Policy, State University of New York at Albany, 135 Western Avenue, Albany, NY 12222

One-year grant of $75,000 toward support

The National Commission on the State and Local Public Service, chaired by former Mississippi governor William F. Winter, is examining governance, management, operations, and other issues affecting four million state employees and the nearly ten million people who work for local governments. The commission's secretariat is based in Albany, New York, at the Nelson A. Rockefeller Institute of Government, the public policy research arm of the State University of New York. Its twenty-seven members include former governors, mayors, and state and local agency heads; a former county supervisor; a former U.S. Secretary of Labor; scholars and experts on government management and finance; and journalists specializing in state and local government.

In addition to authorizing studies on public-sector work force issues, the commissioners are holding regional hearings in Austin, Texas; Chicago; Jackson, Mississippi; Philadelphia; Sacramento, California; and Tallahassee, Florida. These are focusing on the obstacles to effective performance in state and local public service and promoting the replication of model systems elsewhere. This grant to the commission is joined by funding from the Florence and John Schumann, Ford, and Kaiser foundations.

National Puerto Rican Coalition
1700 K Street, N.W., Suite 500, Washington, DC 20006

Two-year grant of $200,000 toward support of the public affairs and public policy programs

By a variety of measures—poverty, school dropouts, teenage pregnancy, female-headed households, drug abuse, AIDS, welfare dependency, and female unemployment—the socioeconomic conditions of Puerto Ricans living in the United States are worse than those of African Americans or other Hispanics. Under the direction of Louis Núñez, the National Puerto Rican Coalition, an association of more than 100 nonprofit organizations, is drawing public attention to these problems and recommending policies to alleviate them. Its research and analyses are focused on six major issues: education, AIDS and substance abuse, community economic development, welfare and job training, civil rights, and federal government relationships with Puerto Rico.

With this renewal grant, the coalition is employing a full-time public affairs specialist and a public policy legislative analyst to help strengthen these activities, information about which is communicated through a monthly newsletter, occasional memos to members, and reports on issues of relevance to the Puerto Rican community. The Ford and Rockefeller foundations also support the coalition.

Emory University
The Carter Center, One Copenhill, Atlanta, GA 30307

One-year grant of $350,000 toward an International Negotiation Network at the Carter Center

The International Negotiation Network (INN), a program of the Carter Center of Emory University, was established with Corporation support in 1989. Composed of experts in conflict resolution from around the world, the network collaborates with related organizations in the United States and other countries in conducting fact-finding missions, strategy sessions, premediation, mediation, and election monitoring. It also operates through special task forces and a core group of scholars and practitioners.

Through its recently created INN Council, chaired by former president Jimmy Carter, the center permits an array of high-level mediators to be carefully matched to the needs of the parties in conflict. Council members include Oscar Arias Sánchez, former president of Costa Rica; Prime Minister Gro Harlem Brundtland of Norway; General Olusegun Obasanjo, former head of state of Nigeria; Lisbet Palme, Swedish Committee for UNICEF; Eduard Shevardnadze, former foreign minister of the former Soviet Union; and Archbishop Desmond Tutu of South Africa. This renewal grant covers general operating expenses and the council's inaugural meeting. Additional funding comes from the John D. and Catherine T. MacArthur Foundation.

The Brookings Institution
1775 Massachusetts Avenue, N.W., Washington, DC 20036-2188

One-year grant of $225,000 for research on conflict resolution in Africa

Despite some worldwide movement toward openness, accountability, and democracy, conflicts within and between nations still threaten political and economic stability in Africa, notably in the Sudan, Somalia, Kenya, Madagascar, Zaire, Liberia, Sierra Leone, and the Western Sahara. Since 1988, the Brookings Institution, with Corporation support, has been analyzing the multiple factors underlying conflict and its successful resolution in Africa.

Led by Sudanese scholar and former diplomat Francis M. Deng, an international team of scholars has been examining the sources of conflict, assessing conflicts in the light of recent changes in the international system, and exploring possible scenarios of change in the 1990s.

This grant is enabling the scholars to continue their case studies, focusing on institution building, the use of regional approaches, and the role of governance; they are also addressing the challenges arising from conflicts over national identity. Each case study will be published as a separate volume, along with a concluding volume that will consider prospects for the management and resolution of conflict in Africa and how applied conflict management techniques can be replicated elsewhere in the world. The Rockefeller Brothers Fund is also contributing to the project.

Southport Institute for Policy Analysis
820 First Street, N.E., Suite 460, Washington, DC 20002

One-year grant of $100,000 toward support

Since 1982, former Corporation president Alan Pifer has directed two major study projects with Corporation assistance: one that examined America's rapidly aging society; the other that considered the necessity of increased federal social responsibility in light of the social and economic problems confronting the nation. Each resulted in numerous scholarly reports and a book for general readers.

In 1987 Pifer established the Southport Institute for Policy Analysis to continue work on these and other human resource issues and disseminate the findings from research. The major conclusions of the institute's report, *Jump Start: The Federal Role in Adult Literacy*, are substantially embodied in 1991 legislation authorizing a federal program to teach the approximately 25 million Americans who are functionally illiterate. Currently the institute is developing programs to improve workers' basic skills and helping to establish better linkages between work and education. The institute's project on the social and economic problems of older women is to result in the publication, *Women on the Front Lines: Meeting the Challenge of an Aging America* (The Urban Institute Press). Forrest Chisman, president, runs the institute's office in Washington, D.C., while Pifer serves as chairman of the board and chief executive officer. This grant renews support.

American Indian College Fund
21 West 68th Street, New York, NY 10023

Two-year grant of $100,000 toward support

Of the twenty-seven tribal colleges founded by American Indians, twenty-six are located on or near reservations in twelve midwestern and western states, and one is in the Canadian province of Saskatchewan. Although American Indians entering mainstream colleges have a 90 percent dropout rate, nearly a third of the students attending college on the reservation go on to postgraduate education. Many of the tribal colleges constitute a crucial educational and cultural resource for their communities, offering high school equivalency programs, literacy tutoring, vocational training, substance-abuse counseling, and child care. Yet lack of funding remains a problem. In 1986 the colleges composing the American Indian Higher Education Consortium established the American Indian College Fund to raise scholarship funds and support for the U.S. tribal colleges and to mount a five-year national fund-raising and media campaign aimed at building a $10 million endowment.

The fund's executive director is David Archambault, on two-year leave as president of Standing Rock College in North Dakota; the administrative director is Barbara Bratone. The Corporation's grant will be used toward the fund's annual operating expenses. Other foundations and many corporations have also contributed to the fund.

First Nations Development Institute
69 Kelley Road, Falmouth, VA 22405

Three-year grant of $96,000 toward support of a leadership and management fellowship program for Native Americans

About 40 percent of the nearly one million American Indian people living on or adjacent to reservations were unemployed in 1989, while three-quarters of those who were working earned less than $7,000 a year. Since its establishment in 1979, First Nations Development Institute (formerly First Nations Financial Project) has worked to support various tribes in their quest for economic self-determination. Central to the pursuit of this objective is the Tribal Commerce and Enterprise Management Program, a three-year fellowship program that offers a master's degree in business administration and training.

Fellows spend their first two years in academic study at the University of Minnesota combining private-sector management education with public administration course work, complemented by a summer internship with a corporation. During the third year, they are employed with the host tribe on its reservation. Prior Corporation grants supported the program's operation at Yale University and its restructuring in collaboration with the University of Minnesota. This final grant continues the Corporation's support to help solidify the program's financial base and ensure its longevity. The Philip Morris Corporation also contributed toward the program in 1991-92. Rebecca Adamson is president of the institute.

American Academy of Arts and Sciences, Cambridge, MA
Toward planning a project on social capital and public affairs, $25,000

American College of Trial Lawyers, New York, NY
Toward study of the trial system in Ethiopia, $25,000

Center for Psychological Studies in the Nuclear Age, Cambridge, MA
Toward a conference on conflict resolution in Northern Ireland, $10,000

Congressional Institute for the Future, Washington, DC
Toward international participation at a meeting convened by the Office of Technology Assessment on technology and governance issues, $15,000

Council of Independent Colleges, Washington, DC
Toward a merger with the Consortium for the Advancement of Private Higher Education, $25,000

Council on Foundations, Washington, DC
Toward 1992 membership support, $24,700

Hispanics in Philanthropy, Berkeley, CA
Toward planning research on diversity in philanthropy, $25,000

Human SERVE Campaign, New York, NY
Toward support, $25,000

Hunter College of the City University of New York, New York, NY
Toward a summer training seminar for Latino graduate students, $25,000

Independent Sector, Washington, DC
Toward 1992 membership support, $7,400

League of Women Voters Education Fund, Washington, DC
Toward a citizens' guide to the issues in the 1992 election campaign, $25,000

National Coalition on Black Voter Participation, Washington, DC
Toward its role in a television and radio project targeted at African American and Hispanic voters, $25,000

New York Regional Association of Grantmakers, New York, NY
Toward 1992 membership support, $7,125

Nonprofit Coordinating Committee of New York, New York, NY
Toward 1992 membership support, $975

The Press and the Public Project, New York, NY
Toward a series of television reports on campaign financing, $25,000

Public Counsel, Los Angeles, CA
Toward a project to ameliorate systemic social and economic problems in Los Angeles, $25,000

Tomás Rivera Center, Claremont, CA
Toward the development of a program of higher education policy research for Latinos, $25,000

Southwest Voter Research Institute, San Antonio, TX
Toward an educational program for U.S. Hispanic leaders on the proposed North American Free Trade Agreement, $25,000

Stanford University, Stanford, CA
Toward a study of the class of 1981, $25,000

The Tides Foundation, San Francisco, CA
Toward a national media campaign on citizen participation in the 1992 elections, $25,000

Yale University, New Haven, CT
Toward research and writing by William Kessen on the history of psychology in the United States, $25,000

Publications and Nonprint Materials

The Corporation has pursued an active program of funding research, studies, and other projects that have resulted in books and other documents for public dissemination. Many of the published outcomes of the Corporation's grants have been broadly influential, such as Gunnar Myrdal's landmark study of black Americans, *An American Dilemma*. Audio, visual, and computer-based materials have more recently joined the growing list of published works — reflecting ever more widely Andrew Carnegie's belief that "only in popular education can man erect the structure of an enduring civilization."

The following selection of books and nonprint materials from Corporation grants were received in 1991–92. They are listed by program area.

Education and Healthy Development of Children and Youth

Building Life Options: School-Community Collaborations for Pregnancy Prevention in the Middle Grades, by Elayne Archer and Michele Cahill (New York, NY: Academy for Educational Development)

"Children's Video in Libraries: Highlights from the ALSC Preconference," VHS videotape, Quality Video for Youth Project, Association for Library Service to Children (Chicago, IL: ALA Video, American Library Association)

"Communicative Math and Science Teaching," produced and directed by Joseph Keyerleber, VHS videotape; accompanying literature: *An Instructional Guide*, prepared by George Spanos (Washington, DC: Center for Applied Linguistics and The Media Group)

Contemporary Precalculus through Applications: Functions, Data Analysis and Matrices, prepared by the North Carolina School of Science and Mathematics, Department of Mathematics and Computer Science, by Gloria B. Barrett et al. (Providence, RI: Janson Publications)

Fateful Choices: Healthy Youth for the 21st Century, by Fred M. Hechinger, sponsored by the Carnegie Council on Adolescent Development and Carnegie Corporation of New York (New York, NY: Hill & Wang); and executive summary (Washington, DC: Carnegie Council on Adolescent Development)

For All Practical Purposes: Introduction to Contemporary Mathematics, by the Consortium for Mathematics and Its Applications:

Publications (New York, NY: W.H. Freeman and Company):

For All Practical Purposes: Introduction to Contemporary Mathematics, Solomon Garfunkel, project director; Lynn A. Steen, coordinating editor; Joseph Malkevitch et al., contributing authors

For All Practical Purposes: Introduction to Contemporary Mathematics: Instructor's Guide with Exercises, 2nd edition

Telecourse Guide to Accompany "For All Practical Purposes: Introduction to Contemporary Mathematics"

VHS Videotapes, The Annenberg/CPB Collection (Arlington, MA: Consortium for Mathematics and Its Applications):

"Management Science 1: Overview; 2: Street Smarts"

"Management Science 3: Trains, Planes, and Critical Paths; 4: Juggling Machines"

"Management Science 5: Juicy Problems"

"Statistics 6: Overview; 7: Behind the Headlines"

"Statistics 8: Picture This; 9: Place Your Bets"

"Statistics 10: Confident Conclusions"

"Social Choice 11: Overview; 12: Impossible Dream"

"Social Choice 13: More Equal than Others; 14: Zero Sum Games"

"Social Choice 15: Prisoner's Dilemma"

"On Size and Shape 16: Overview; 17: How Big is Too Big"

"On Size and Shape 18: It Grows and Grows; 19: Stand Up Conic"

"On Size and Shape 20: It Started in Greece"

"Computer Science 21: Overview; 22: Rules of the Game"

"Computer Science 23: Counting by Twos; 24: Creating a Code"

"Computer Science 25: Moving Picture Show; Conclusion 26: Summing Up"

The Good Common School: Making the Vision Work for All Children (Boston, MA: National Coalition of Advocates for Students)

Good Early Childhood Education — The Hallmarks of Quality, A School Administrator's Guide to Early Childhood Programs, by Lawrence J. Schweinhart (Ypsilanti, MI: High/Scope Press)

The Helper Program Game, contains one 16 1/2" x 11" playing board, five playing pieces, and forty-five 2" x 3 1/2" playing cards (New York, NY: Early Adolescent Helper Program); and *The Helper Program: "Getting Started,"* VHS videotape (New York, NY: National Center for Service Learning in Early Adolescence)

Integrating the Curriculum through Interdisciplinary Teaming, Caught in the Middle [No. 2], contains VHS videotape and *Workshop Facilitator's Guide* (Sacramento, CA: California Department of Education)

International Assessment of Educational Progress reports, prepared for the National Center of Education Statistics, U.S. Department of Education and the National Science Foundation (Princeton, NJ: Educational Testing Service):

Learning about the World, by Stephen Lazer

Learning Mathematics, by Archie Lapointe, Nancy A. Mead, and Janice M. Askew

Learning Science, by Archie Lapointe, Janice M. Askew, and Nancy A. Mead

Leave No Child Behind Campaign 1992, contains eight single-sheet advertisements, audiocassette,

and VHS videotape (Washington, DC: Children's Defense Fund)

The Making of a Drug-Free America: Programs that Work, by Mathea Falco (New York, NY: Times Books, Random House)

Making Sense of Social Studies, a publication of the National Commission on Social Studies in the Schools, by David Jenness (New York, NY: Macmillan)

Rethinking School Finance: An Agenda for the 1990s, Jossey-Bass Education Series, edited by Allan R. Odden (San Francisco, CA: Jossey-Bass)

Saving Children: A Guide to Injury Prevention, by Modena Hoover Wilson et al. (New York, NY: Oxford University Press)

The State of Families, 3: Losing Direction: Families, Human Resource Development, and Economic Performance, by Ray Marshall (Milwaukee, WI: Family Service America)

Success for All: A Relentless Approach to Prevention and Early Intervention in Elementary Schools, by Robert E. Slavin et al. (Arlington, VA: Educational Research Service)

Teachers' Voices, Teachers' Wisdom: Seven Adventurous Teachers Think Aloud, edited by Nancy Kreinberg and Harriet Nathan (Berkeley, CA: EQUALS, Lawrence Hall of Science, University of California)

Teaching in New Haven: The Common Challenge (New Haven, CT: Yale-New Haven Teachers Institute)

Thinking for a Living: Education and the Wealth of Nations, Work, Skills, and the Future of the American Economy, by Ray Marshall and Marc Tucker (New York, NY: Basic Books)

Turning Points: States in Action, An Interim Report of the Middle Grade School State Policy Initiative, by the Resource Center On Educational Equity of the Council of Chief State School Officers (Washington, DC: Council of Chief State School Officers)

"Turning Points for Young Adolescents," VHS videotape, Florida's Multi-Agency Middle School Network Teleconference (Chipley, FL: Panhandle Area Educational Cooperative)

United We Stand: Collaboration for Child Care and Early Education Services, Early Childhood Education Series, by Sharon Lynn Kagan (New York, NY: Teachers College Press)

Violence Prevention for Young Adolescents: A Survey of the State of the Art, by Renée Wilson-Brewer, Stu Cohen, Lydia O'Donnell, and Irene F. Goodman; and *Violence Prevention for Young Adolescents: The State of the Art of Program Evaluation*, by Stu Cohen and Renée Wilson-Brewer, Carnegie Council on Adolescent Development Working Papers (Washington, DC: Carnegie Council on Adolescent Development)

Women in Academe: Progress and Prospects, edited by Mariam K. Chamberlain (New York, NY: Russell Sage Foundation)

Strengthening Human Resources in Developing Countries

"Fighting for Change: Women Facing the Challenge of a New South Africa," VHS videotape, by the Southern Africa Information Foundation (New York, NY: Globalvision)

How Nations Serve Young Children: Profiles of Child Care and Education in 14 Countries, edited by Patricia P. Olmsted and David P. Weikart (Ypsilanti, MI: High/Scope Press)

The Kampala Document: Towards a Conference on Security, Stability, Development and Cooperation in Africa, Conference held in Kampala, Uganda, on May 19-21, 1991, in conjunction with the Organization of African Unity and the United Nations Economic Commission for Africa, English and French versions (New York, NY/Abeokuta, Nigeria: Africa Leadership Forum)

Signs of Hope: Working towards Our Common Future, by Linda Starke (New York, NY: Oxford University Press)

"Vital Allies: Making Motherhood Safe for the World's Women," VHS and PAL videotape (New York, NY: Family Care International)

Where There Is No Doctor: A Village Health Care Handbook, revised edition, by David Werner with Carol Thuman and Jane Maxwell (Palo Alto, CA: Hesperian Foundation)

Women's Health: Across Age and Frontier (Geneva, Switzerland: World Health Organization)

Working Miracles: Women's Lives in the English-Speaking Caribbean, by Olive Senior (London, United Kingdom: James Currey; Bloomington, IN: Indiana University Press)

Cooperative Security

After the Storm: Lessons from the Gulf War, copublished by Madison House and the Aspen Strategy Group of the Aspen Institute, edited by Joseph S. Nye, Jr., and Roger K. Smith (Lanham, MD: Madison Books)

Arms Control and Confidence Building in the Middle East, edited by Alan Platt (Washington, DC: United States Institute of Peace Press)

Between Fear & Hope: A Decade of Peace Activism, compiled from *Nuclear Times* magazine 1982 to present, edited by Sonia Shah (Baltimore, MD: Fortkamp)

Burying Lenin: The Revolution in Soviet Ideology and Foreign Policy, by Steven Kull (Boulder, CO: Westview Press)

Chemical Disarmament and U.S. Security, published in cooperation with the Center for Strategic and International Studies, edited by Brad Roberts (Boulder, CO: Westview Press)

Conventional Force Reductions: A Dynamic Assessment, by Joshua M. Epstein (Washington, DC: Brookings Institution)

Decisions for Defense: Prospects for a New Order, Studies in Defense Policy, by William W. Kaufmann and John D. Steinbruner (Washington, DC: Brookings Institution)

Dilemmas of Transition: In the Soviet Union and Eastern Europe, edited by George W. Breslauer (Berkeley, CA: Berkeley-Stanford Program in Soviet Studies, University of California)

Forceful Persuasion: Coercive Diplomacy as an Alternative to War, by Alexander L. George (Washington, DC: United States Institute of Peace Press)

Inadvertent Escalation: Conventional War and Nuclear Risks, Cornell Studies in Security Affairs, by Barry R. Posen (Ithaca, NY: Cornell University Press)

Labor and Democracy in the Transition to a Market System: A U.S.-Post-Soviet Dialogue, edited by Bertram Silverman, Robert Vogt, and Murray Yanowitch (Armonk, NY: M. E. Sharpe)

Open for Business: Russia's Return to the Global Economy, by Ed A. Hewett and Clifford G. Gaddy (Washington, DC: Brookings Institution)

The Origin and Prevention of Major Wars, Studies in Interdisciplinary History, by Robert I. Rotberg and Theodore K. Rabb (New York, NY: Cambridge University Press)

The Russians Aren't Coming: New Soviet Policy in Latin America, edited by Wayne S. Smith (Boulder, CO: Lynne Rienner)

Soviet Policy in Africa: From the Old to the New Thinking, edited by George W. Breslauer (Berkeley, CA: Berkeley-Stanford Program in Soviet Studies, University of California)

Window of Opportunity: The Grand Bargain for Democracy in the Soviet Union, by Graham Allison and Grigory Yavlinsky (New York, NY: Pantheon Books)

Special Projects

Books, Babies, and Libraries: Serving Infants, Toddlers, Their Parents & Caregivers, by Ellin Greene (Chicago, IL: American Library Association)

Carnegie Commission on Science, Technology, and Government reports (New York, NY: Carnegie Commission on Science, Technology, and Government):

Enabling the Future: Linking Science and Technology to Societal Goals

International Environmental Research and Assessment: Proposals for Better Organization and Decision Making

Science and Technology in U.S. International Affairs

Science, Technology, and Congress: Analysis and Advice from the Congressional Support Agencies

Science, Technology, and the States in America's Third Century

The Challenges of Famine Relief: Emergency Operations in the Sudan, by Francis M. Deng and Larry Minear (Washington, DC: Brookings Institution)

Faculty Retirement in the Arts and Sciences, by Albert Rees and Sharon P. Smith (Princeton, NJ: Princeton University Press)

"Who's the Enemy?" Program #101 of "Made in America?" VHS videotape (Boston, MA: WGBH Educational Foundation)

"Winners and Losers," Program #102 of "Made in America?" VHS videotape (Boston, MA: WGBH Educational Foundation)

Report of the Treasurer

Financial Highlights

During fiscal year 1992, the assets of Carnegie Corporation of New York reached an all-time high of one billion dollars, permitting the largest disbursement for grants in its history, $48.4 million. Since 1913, the Corporation has awarded grants and appropriations totaling $920.6 million.

The annual financial statements for Carnegie Corporation of New York appear on pp. 124 through 128. The following comments and data supplement that information.

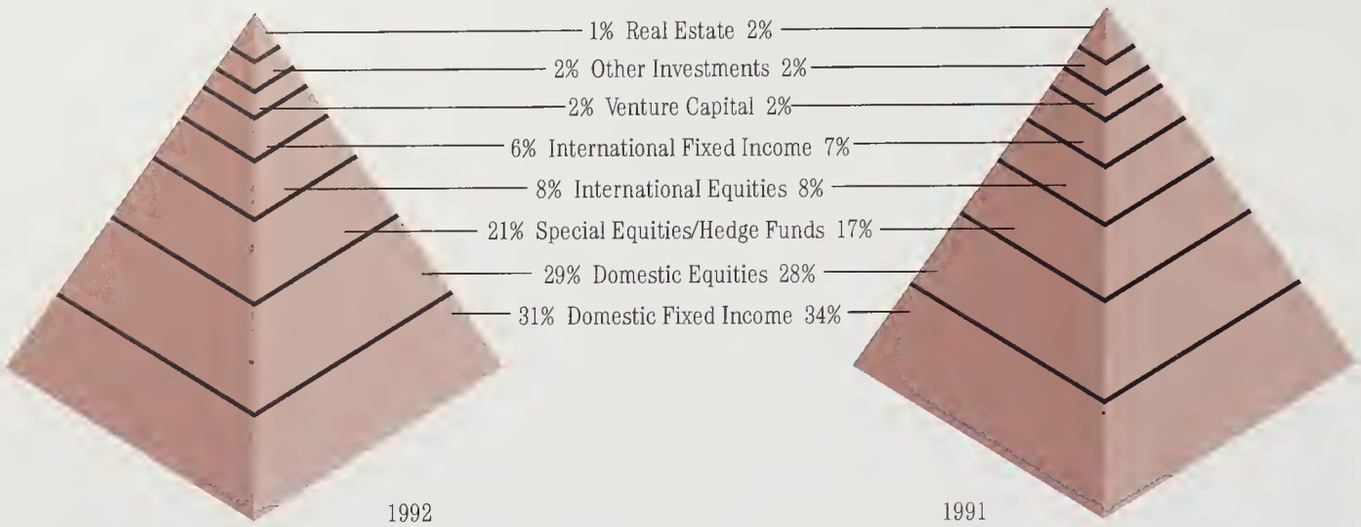
On September 30, 1992, the market value of the Corporation's investments was $1,037.8 million compared with $967.6 million on September 30, 1991, and $380.7 million on September 30, 1982. This is an increase of about 172.6 percent in ten years. The portfolio had a total return of 13.9 percent for the fiscal year ended September 30, 1992.

INVESTMENTS

The chart on the top of p. 120 is an illustration of investments by asset class at September 30, 1992, and September 30, 1991. The Corporation's trustees delegate investment decisions to investment managers who operate within investment policies and guidelines set by the trustees. Seventy percent of the funds are managed by three core managers who may invest in both fixed-income securities and equities, domestic and international. The remaining 30 percent of the funds are invested by managers who specialize in particular types of investments — special equities/hedge funds, global fixed income, venture capital, real estate, and leveraged buy-outs. The finance and administration committee of the board of trustees meets periodically with the core managers. While delegating authority for individual investment decisions to outside managers, the trustees retain ultimate responsibility for investment policy, including policy relating to the public responsibilities of the corporations represented in the investment portfolio.

The committee has requested that the equity exposure of each core manager's account range between 40 percent and 60 percent. At September 30, 1992, the equity exposure of the core managers' accounts, including the value of S&P 500 index futures contracts, was 53.7 percent of assets held in these accounts.

INVESTMENTS BY ASSET CLASS



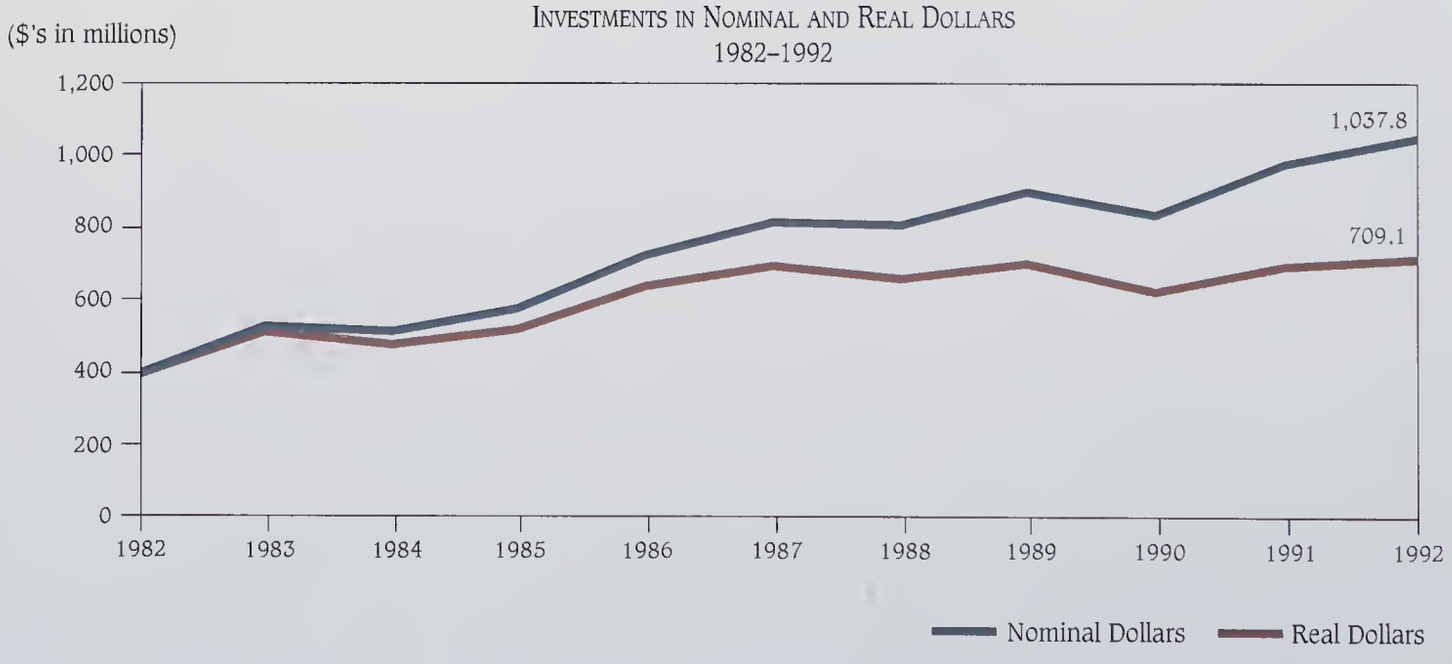
Note that equities include the value of S&P 500 index futures contracts of $92.3 million at September 30, 1992, and $90.1 million at September 30, 1991. Fixed income securities do not include the value of the required cash collateral on securities sold short. For a more detailed breakdown of investments, refer to note 2 of the financial statements, which follow.

INVESTMENT PERFORMANCE

The Corporation's principal investment objective is to achieve long-term total return, consisting of capital appreciation as well as dividend and interest income, sufficient to maintain the purchasing power of the assets while continuing to support the programs of the Corporation. The compound annual rate of return over the last ten years has been 16.6 percent. In terms of 1982 dollars, the compound annual return over the last ten years has been 12.7 percent. The Corporation has paid out 5.8 percent each year on average during this period. After adjusting for inflation and allowing for expenses, an average of 6.9 percent per year has been added to the value of the Corporation's assets for each of the past ten years.

The graph below illustrates the growth of investment assets in nominal and real dollars for the ten years ended September 30, 1992, using 1982 as the base year. The significant rise in the market value of investment assets over the past ten fiscal years has provided the basis for substantial increases in appropriations during this period.

INVESTMENTS IN NOMINAL AND REAL DOLLARS
1982–1992



Investment Income

Interest and dividends for the year were $40.0 million compared with $40.9 million in the preceding year. Income from partnerships was $29.4 million for the year ended September 30, 1992, compared to $8.7 million in 1991. Net realized gains on investments were $52.8 million compared to $48.1 million in 1991. Investment expenses, consisting primarily of asset management fees, amounted to $3.6 million in the fiscal year ended September 30, 1992, compared to $3.1 million in the preceding year.

Appropriations and Expenses

For the ten years ended September 30, 1992, the Corporation has awarded close to 2,200 grants totaling $342 million, and, excluding investment expenses, incurred additional expenses of $64.2 million for administration and $12.9 million for taxes, for a total of $419.1 million.

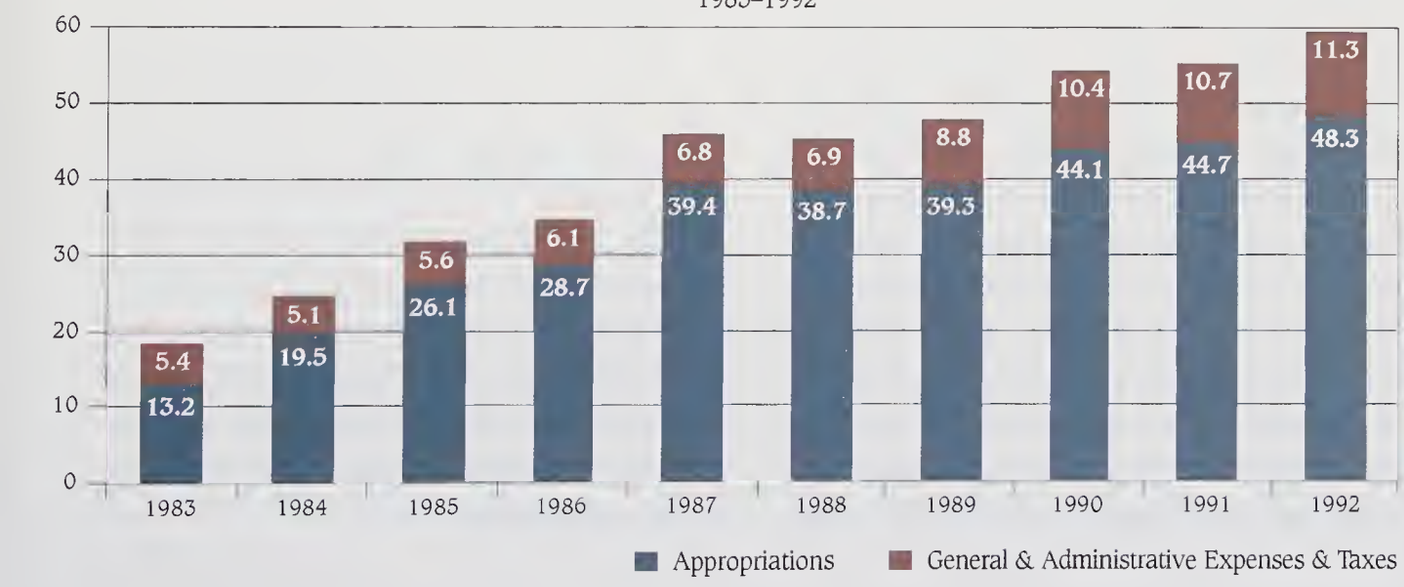
The graph below illustrates the growth in expenses by category over the ten-year period ended September 30, 1992. Appropriations as a percentage of total expenses grew from 71 percent for the fiscal year ended September 30, 1982, to 81 percent for the fiscal year ended September 30, 1992.

Each year, the trustees appropriate funds to be used for grants and for projects administered by the officers. Many of the grants involve multiyear commitments. About 60 percent of the appropriated funds are paid in the fiscal year in which the original appropriations are made. Net appropriations totaled $48.3 million in the fiscal year ended September 30, 1992, compared to $44.7 million in the preceding year.

The general administration and program management expenses were $7.7 million in the fiscal year ended September 30, 1992, compared with $7.5 million in the previous fiscal year. Amounts spent for "direct charitable activities" were $2.4 million in 1992 and $2.3 million in 1991. Direct charitable activities include services provided directly to other exempt organizations, governmental bodies, or the general public. Examples of such services are the provision of technical assistance to grantees and potential grantees; the conduct of educational conferences; research; the publication and dissemination of educational materials; and service on boards of other charitable organizations or public commissions.

The schedule on p. 122 shows a breakdown of total expenses into general administration and program management expenses, investment expenses, and direct charitable activities expenses for the year ended September 30, 1992.

Expenses by Category
1983–1992



Breakdown of Total Expenses for the Year Ended September 30, 1992

	General administration and program management expenses	Investment expenses	Direct charitable activities expenses	Total
Salaries	$3,172,264	$ 150,920	$ 957,104	$ 4,280,288
Investment advisory and custody fees	—	3,223,878	—	3,223,878
Rent	1,183,060	58,207	362,230	1,603,497
Employee benefits	1,131,237	55,030	346,179	1,532,446
Amortization and depreciation	573,473	—	—	573,473
Quarterly and annual reports	55,770	—	415,068	470,838
Travel	273,338	3,574	102,226	379,138
Consultants	319,838	—	15,071	334,909
Trustees' honoraria and expenses	209,070	20,100	—	229,170
Postage, telephone, and messenger services	162,692	8,004	49,813	220,509
Conferences and meetings	165,737	649	22,264	188,650
Computer equipment and services	131,749	6,802	48,832	187,383
Office equipment, supplies, and service	121,273	5,988	37,708	164,969
Legal and accounting services	48,501	36,062	—	84,563
Other	125,329	4,526	27,662	157,517
TOTAL	$7,673,331	$3,573,740	$2,384,157	$13,631,228*

*Total expenses in 1991 were $12.8 million, which included $3.1 million of investment expenses and $2.3 million of direct charitable activities expenses.

Taxes

Under the provisions of the Tax Reform Act of 1969, Carnegie Corporation and other private foundations are subject to a federal excise tax of 2 percent on income and realized capital gains. However, under the Tax Reform Act of 1984, the rate is reduced to 1 percent if the foundation maintains its average expense rate of the previous five years and, in addition, spends the tax savings. The Corporation qualified for the reduced rate in fiscal year 1992. The tax savings are estimated to be $1.1 million. In accordance with the provisions of the Tax Reform Act of 1984, the Corporation has paid estimated taxes. Refundable taxes, representing the excess of estimated taxes over the taxes due, are carried as an asset. The deferred tax liability of $2.4 million represents the potential tax (at 2 percent) on gains as yet unrealized. The Corporation may also be subject to Unrelated Business Income Taxes on certain income received from limited partnerships. No such taxes were incurred in 1992. Unrelated business income taxes were $25,390 in 1991.

Audit by Independent Accountants

The bylaws provide that the Corporation's accounts are to be audited each year by an independent public accountant. Accordingly, the firm of KPMG Peat Marwick audited the Corporation's financial statements for the fiscal year ended September 30, 1992. The Corporation's financial statements, together with the independent auditors' report, appear on the following pages.

The Board of Trustees
Carnegie Corporation of New York:

We have audited the accompanying balance sheets of Carnegie Corporation of New York as of September 30, 1992 and 1991, and the related statements of changes in expendable fund balance for the years then ended. These financial statements are the responsibility of the Corporation's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Carnegie Corporation of New York as of September 30, 1992 and 1991, and the changes in its expendable fund balance for the years then ended in conformity with generally accepted accounting principles.

KPMG Peat Marwick
New York, New York

December 11, 1992

Balance Sheets

September 30, 1992 and 1991

	1992	1991
Assets		
Investments — note 2	$1,037,847,899	$967,570,298
Cash	211,724	224,066
Accrued investment income	9,116,479	8,814,841
Due from brokers, net	632,588	—
Refundable taxes, net — note 5	83,510	155,236
Accounts receivable and prepaid expenses	154,797	256,276
Program-related investments — note 3	248,785	262,286
Fixed assets — note 4	3,370,609	3,731,469
Total assets	$1,051,666,391	$981,014,472
Liabilities and fund balances		
Liabilities		
Unpaid appropriations	$ 23,421,159	$ 23,911,464
Accounts payable and other liabilities	3,147,387	2,426,846
Due to brokers, net	—	1,111,543
Deferred taxes payable — note 5	2,348,382	2,005,829
Total liabilities	$ 28,916,928	$ 29,455,682
Fund balances		
Expendable	$ 887,412,595	$816,221,922
Nonexpendable (no change)	135,336,868	135,336,868
Total fund balances	$1,022,749,463	$951,558,790
Total liabilities and fund balances	$1,051,666,391	$981,014,472

See accompanying notes to financial statements.

Statements of Changes in Expendable Fund Balance

For the years ended September 30, 1992 and 1991

	1992	1991
Investment income		
Interest and dividends	$ 40,001,558	$ 40,870,387
Income from partnerships	29,376,327	8,650,653
Net realized gain on investment transactions	52,838,113	48,069,255
Other	10,967	19,439
Total realized investment income	122,226,965	97,609,734
Less investment expenses	3,573,740	3,053,473
Net realized investment income	118,653,225	94,556,261
Expenses		
Grant appropriations, net	43,361,180	40,643,952
Appropriations for projects administered by officers, net	4,893,203	4,008,049
General administration, program management, and direct charitable activities	10,057,488	9,777,803
Provision for taxes — note 5	1,223,097	959,743
Total expenses	59,534,968	55,389,547
Excess of net realized investment income over expenses	$ 59,118,257	$ 39,166,714
Increase in unrealized appreciation of investments, net of deferred federal excise tax of $246,376 in 1992 and $1,838,344 in 1991 — note 5	12,072,416	90,078,841
Increase in fund balance	71,190,673	129,245,555
Fund balance, beginning of year	816,221,922	686,976,367
Fund balance, end of year	$887,412,595	$816,221,922

See accompanying notes to financial statements.

For the years ended September 30, 1992 and 1991

(1) Summary of significant accounting policies:

The accompanying financial statements have been prepared on the accrual basis of accounting.

Fixed assets are stated at cost. Depreciation is calculated on a straight-line basis over the estimated lives of the related assets. Leasehold improvements are amortized over the remaining life of the lease.

The resources of the Corporation consist of nonexpendable and expendable funds. Nonexpendable resources represent the original sums received from Andrew Carnegie who, by the terms of the conveying instrument, stipulated that the principal may never be expended.

(2) Investments:

Equities and fixed income securities are reported on the basis of quoted market value. Limited partnership interests in real estate are reported at appraised value, adjusted for the Corporation's share of the limited partnership income or loss. Securities held in venture capital and other limited partnerships that are not publicly traded are reported at fair value as determined by the general partner of each limited partnership. Other investments are carried at cost, or fair value if available. The chart on p. 127 shows the cost and market value of investments at September 30, 1992 and September 30, 1991.

As a result of its investing strategies, the Corporation is a party to off-balance-sheet S&P 500 index futures. Changes in the market values of these futures contracts are recognized currently in the statement of changes in expendable fund balance, using the marked-to-market method.

Off-balance-sheet futures contracts involve, to varying degrees, elements of market risk and credit risk in excess of the amounts recorded on the balance sheet. Market risk represents the potential loss the Corporation faces due to the decrease in the value of off-balance-sheet financial instruments. Credit risk represents the maximum potential loss the Corporation faces due to possible non-performance by obligors and counter-parties of the terms of their contracts. The Corporation's investment advisor monitors the financial condition of the firms used for futures trading in order to minimize the risk of loss. Exposure limits are placed on firms relative to their credit worthiness.

The Corporation held 442 S&P 500 index futures contracts at September 30, 1992, and 432 at September 30, 1991, representing contract values of $92.3 million and $90.1 million respectively. The margin cash requirements on deposit with a third-party safekeeping bank for futures contracts were approximately $3.8 million at September 30, 1992, and $4.4 million at September 30, 1991.

Securities sold, not yet purchased, recorded net in the Corporation's investment accounts, of $84.7 million in 1992 and $77.3 million in 1991, have market risk to the extent that the Corporation, in satisfying its obligations, may have to purchase securities at a higher value than recorded. Required cash collateral is held by the broker and required collateral in the form of securities is held by a third-party safekeeping bank.

Management does not anticipate that losses, if any, resulting from credit or market risk would materially affect the financial position and statement of changes in expendable fund balance of the Corporation.

	September 30, 1992		September 30, 1991	
	Cost	Market Value	Cost	Market Value
Equities				
Common stocks	$251,207,521	$ 297,031,360	$214,231,689	$265,389,131
Convertibles	4,025,438	5,620,388	5,253,276	5,807,255
Fixed income				
Short term	129,937,645	130,125,351	107,601,907	106,698,001
Long term	311,163,472	334,929,164	351,625,294	371,841,145
Limited partnership interests				
Real estate	13,878,632	12,515,208	12,854,555	15,702,719
Venture capital	8,518,472	16,158,809	7,952,356	15,532,845
Other	177,189,056	221,721,339	142,322,434	168,969,803
Other investments	27,572,313	19,746,280	23,692,228	17,629,399
Total	$923,492,549	$1,037,847,899	$865,533,739	$967,570,298

(3) Program-related investments:

The Corporation has made investments in loans to nonprofit organizations to accomplish one or more of the purposes for which the Corporation is organized and operated.

Due to the risk involved in these investments, the Corporation estimates the collectibility of these amounts to be approximately 50 percent of the remaining loan amount and, accordingly, such investments are presented on the accompanying balance sheets net of allowance for possible losses of $248,785 in 1992, and $262,286 in 1991.

(4) Fixed assets:

Fixed assets are composed of the following at September 30, 1992 and 1991:

	1992	1991
Leasehold improvements	$3,761,043	$3,744,995
Furniture and equipment	1,523,666	1,327,102
	5,284,709	5,072,097
Less: Accumulated amortization and depreciation	(1,914,100)	(1,340,628)
Total	$3,370,609	$3,731,469

(5) Taxes:

The Corporation is liable for federal excise taxes of 2 percent of its net investment income, as defined, which includes realized capital gains for the year. However, this tax is reduced to 1 percent if certain conditions are met. Since the Corporation met the requirements for the reduced tax for the years ended September 30, 1992 and 1991, current taxes are estimated at 1 percent of net investment income, as defined.

Deferred taxes represent 2 percent of unrealized appreciation of investments for the years ended September 30, 1992 and 1991, as qualification for the 1 percent tax is not determinable until the fiscal year in which gains are realized.

The Corporation is also subject to unrelated business income tax, which is calculated based on applicable corporate tax rates.

(6) Retirement plans:

The Corporation purchases annuities for qualifying employees under the terms of a noncontributory, defined contribution retirement plan with Teachers Insurance and Annuity Association and College Retirement Equities Fund. Retirement plan expenses for the years ended September 30, 1992 and 1991, were $637,089 and $612,178, respectively.

In addition, the Corporation has established a noncontributory defined benefit annuity plan to supplement the basic plan described above. This plan is also administered by Teachers Insurance and Annuity Association and College Retirement Equities Fund. Total contributions, based on actuarial calculations, to this plan in the years ended September 30, 1992 and 1991, were $43,565 and $141,382, respectively.

(7) Lease:

The Corporation occupies office space at its present location at 437 Madison Avenue under a sublease agreement expiring December 30, 1997.

The following is a schedule of the minimum future lease payments at September 30, 1992:

1993	1,335,315
1994	1,347,690
1995	1,351,815
1996	1,376,565
1997	1,413,690
1998	353,423
	$7,178,498

Rental expense for the years ended September 30, 1992 and 1991, was $1,509,720 and $1,485,232, respectively.

Report of the Secretary

Corporation Update

The work of the Corporation depends on the continuing contributions of many individuals to its governance, program development, and operations. We wish to acknowledge those who joined us this year or whose association with the Corporation changed significantly.

In January 1992, James Lowell Gibbs, Jr., and Thomas A. Troyer retired from the board. Dr. Gibbs is the Martin Luther King, Jr., Centennial Professor in the department of anthropology at Stanford University. Mr. Troyer is a partner in the Washington, D.C., law firm of Caplin & Drysdale, Chtd. Both had served on the board since 1984.

Three new members were elected to the board of trustees during 1992, each for a term concluding at the annual meeting in January 1996. At the April meeting, the trustees elected Shirley M. Malcom and Henry Muller and, at the June meeting, James A. Johnson.

Dr. Malcom is head of the Directorate for Education and Human Resources Programs of the American Association for the Advancement of Science (AAAS), a position she has held since 1989. From 1979 to 1989, she was program head of the AAAS's Office of Opportunities in Science and, for two years prior to that, was a program manager at the National Science Foundation. She holds an undergraduate degree from the University of Washington, a master's in zoology and animal behavior from the University of California, Los Angeles, and a Ph.D. in ecology from Pennsylvania State University. She is a member of the boards of the American Museum of Natural History and the National Center on Education and the Economy, among others, and serves on advisory councils for the Smithsonian Institution and the Quality Education for Minorities Network.

Mr. Muller is editorial director of Time Inc. He began his career as a correspondent in *Time* magazine's Ottawa bureau in 1971 and for ten years held a series of international assignments including bureau chief in Vancouver, European economic correspondent in Brussels, and bureau chief in Paris. In 1981 he returned to New York as an associate editor and subsequently held the positions of foreign editor, chief of correspondents, and, from 1987 to January 1993, managing editor. A graduate of Stanford University, he serves on the board

of trustees of the university and teaches in the alumni association program for professional publishing. He is also on the board of the American Society of Magazine Editors.

Mr. Johnson is chairman of the board and chief executive officer of the Federal National Mortgage Association (Fannie Mae), an organization he joined in 1990 as vice chairman. He was previously managing director in corporate finance at Lehman Brothers and, prior to that, president of Public Strategies, a Washington-based consulting firm he founded to advise corporations on strategic issues. From 1977 to 1981, Mr. Johnson served as executive assistant to Vice President Walter F. Mondale, advising the vice president on domestic and foreign policy and political matters. He holds a bachelor's degree from the University of Minnesota and a master's in public affairs from the Woodrow Wilson School at Princeton University. He is a member of many boards, including the Alliance To Save Energy, the Committee for Economic Development, the Enterprise Foundation, the Greater Washington Board of Trade, and WETA, Washington's public broadcasting station.

Current membership on the board and its committees is listed on pps. 138–39.

Operating Programs of the Corporation

The work of three foundation-administered commissions continued during the 1991-92 fiscal year. A summary of the activities of the Carnegie Council on Adolescent Development appears on p. 38. A report on the work of the Carnegie Commission on Reducing the Nuclear Danger is on p. 89. The Carnegie Commission on Science, Technology, and Government is reported on p. 102. The trustees also approved an appropriation for the administrative expenses of the Middle Grade School State Policy Initiative (see p. 39) although this remains principally a grant-making initiative to departments of education in selected states.

In October 1991, the Corporation formed the Carnegie Task Force on Meeting the Needs of Young Children. The goal of the task force is to explore and develop a coherent agenda to meet the needs of children in the first three years of life and their families. The task force seeks to draw sustained, informed attention toward reducing the number of serious casualties from conception onward and toward promoting healthier child development. It also serves to mobilize different sectors of society, including the professional community and policymakers, to take action on these issues. Richard W. Riley, former governor of South Carolina, has chaired the task force, whose other members include scientific, corporate, and government leaders, experts on child development, education, health, social support, and law, and representatives of the media. Two members of the task force are now serving as cochairmen, Julius B. Richmond, M.D., John D. MacArthur Professor of Public Health Policy Emeritus at Harvard University and a former U.S. assistant secretary of health and surgeon general, and Eleanor E. Maccoby, professor of psychology at Stanford University.

In January 1992, Linda A. Randolph joined the Corporation staff as executive director of the task force. A clinical professor of community medicine at the Mt. Sinai School of Medicine, she is on assignment to the Corporation for up to two years. She is a pediatrician with eighteen years' government experience in maternal and child health and public health policy at the federal and the state level. She was formerly director of the Office of Public Health of the New York State Department of Health. Dr. Randolph holds a medical degree from Howard University and a master's degree in public health from the

University of California, Berkeley.

Kathryn Taaffe Young joined the staff in September as assistant director of the task force. From 1988, she served as a senior program officer at the Smith Richardson Foundation and as a visiting research scientist in the department of psychology at Yale University. She was also formerly a visiting professor in psychology at Sarah Lawrence College and assistant director of the Bush Center in Child Development and Social Policy at Yale. She holds a B.S.N. degree in nursing from the University of Iowa, a master's in nursing and administration from the University of Maryland, and a master's and doctorate in psychology from Yale.

Scholar-in-Residence

Rodney W. Nichols, scholar-in-residence at the Corporation since October 1990, left in April 1992 to accept an appointment as chief executive officer of the New York Academy of Sciences. As he did throughout his tenure with the Corporation, he continues to serve as a member of the executive committee of the Carnegie Commission on Science, Technology, and Government, as vice chairman of its task force on development organizations, and as a consultant to the Corporation.

Staff Member on Assignment

In September 1989 Daniel C. Matuszewski joined the Corporation staff as a senior specialist on assignment to the International Foundation for the Survival and Development of Humanity, the first fully independent international foundation operating within the territory of the Soviet Union. He worked on the development of the foundation's organization, program, and financial support for its institutional activities, as well as assisted in the expansion of joint U.S.-Soviet projects more broadly. In July 1992 he assumed the position of executive director of the International Research and Exchanges Board (IREX), the principal agent of the U.S. scholarly community in working with colleagues in formerly Communist countries of eastern Europe and central Asia.

Meetings and Publications

The Corporation convened a national meeting in Washington, D.C., on April 12 to 14, 1992, "Crossroads: Critical Choices for the Development of Healthy Adolescents." Drawing on the work of the Carnegie Council on Adolescent Development and the Corporation's own grant making, the meeting took a broad view of adolescent health and focused on promising approaches to promoting health and preventing serious problems during the critical adolescent years. It further considered how schools, health-care systems, families, community and youth organizations, and the media can help adolescents make positive choices that may affect their health for a lifetime. Published in conjunction with the meeting was *Fateful Choices: Healthy Youth for the 21st Century,* by Corporation senior advisor and former trustee Fred M. Hechinger. The book provides an overview of the salient issues and a summary of some of the most promising approaches to promoting health and healthy behavior among adolescents.

In February 1992, David A. Hamburg's book, *Today's Children: Creating a Future for a Generation in Crisis*, was published. In the book, he notes that "children are in crisis because families are in crisis" and that all families "need supportive social networks, the ability to make a living, and a firm sense of community and belonging" if they are to be successful in raising their children. He focuses on interventions of proven effectiveness that are appropriate to the different developmental stages of childhood and adolescence.

Guidelines for Grantseekers

Carnegie Corporation's fiscal year runs from October 1 to September 30. Its seventeen-member board meets four times a year. The board sets the broad policies of the foundation and has final authority for its grant making. The Corporation makes grants to nonprofit organizations for projects that have potential for national or international impact. Grants for more than $25,000 are approved at board meetings upon the recommendation of program staff members. Discretionary grants of $25,000 or less are made on the approval of the president and reported to the board. The programs and supported projects of the foundation are described in the section called "The Year in Review," beginning on p. 29.

In recent years, the Corporation has received approximately twenty requests for support for each grant it makes. Roughly 30 percent of the requests turned down in the most recent year were declined because the activities were too local in scope.

The appropriations for operating programs of the foundation, such as the Carnegie Council on Adolescent Development and the Carnegie Commission on Science, Technology, and Government, and the renewal of previously supported projects, limit the availability of grant funds for new activities. In 1991–92, approximately 10 percent of the grants budget was allocated for operating programs. Renewal grants were about 50 percent of the grants made and 69 percent of the total budget.

How to Apply for a Grant

There are no application forms. Grantseekers are requested to present a clear and straightforward statement containing a description of the project's aims, amount of support required, duration, methods, personnel, and budget. Officers review the proposal in light of their knowledge of the field and in relation to the current program priorities. If they wish to pursue matters further, they may request a more developed proposal. Additional materials may be required, including a formal request from the head of the organization and a more precise budget.

There are no deadlines. The Corporation reviews requests at all times of the year. The staff tries to convey its decision within four months of the receipt of the proposal.

The following points may be helpful in preparing a proposal or preproposal. Although the questions need not be answered individually, they indicate the types of concerns program staff members have in mind when reviewing requests:

- What problem does your project address? Why is this issue significant? What is the relationship of the problem/issue to the Corporation's program, as outlined in the foundation's descriptive materials?

- How will your project or activity deal with the stated problem? What do you intend to demonstrate or prove? What means will you use, and what methodology will you apply? If the

project is already under way, what have you accomplished so far?

- What outcomes do you expect for the project, both immediate and long term? How will you assess the success or effectiveness of your work?

- What strengths and skills do the organization and personnel bring to this project? In short, what makes this organization the right one to conduct this project? (If the organization has not applied to Carnegie Corporation before, please include background information such as an annual report, audited financial statement, or mission statement.)

- What is the overall cost of the project? How much are you requesting from Carnegie Corporation over how long a period? What other sources of support are you pursuing for this project?

Restrictions

The Corporation does not make grants for basic operating expenses, endowments, or facilities of individual schools and school districts, colleges, universities, or human service organizations.

The Corporation also does not generally make grants to individuals. It does not have a program of fellowships, scholarships, or travel grants. On rare occasions, however, it will make a grant to a highly qualified individual for a project that is central to its stated program interests.

The Corporation does not, as a matter of policy, provide to prospective grantseekers copies of past successful proposals.

In addition to these general restrictions, there are specific criteria for the acceptance of a proposal pertaining to each program area:

- *Education and Healthy Development of Children and Youth*. The foundation does not accept unsolicited proposals concerned with childhood injury, substance abuse, and violence. Neither does it review requests from individual schools or school districts.

- *Strengthening Human Resources in Developing Countries*. The program does not accept unsolicited requests that aim to improve understanding of development and developing countries among the U.S. general public and policymakers.

- *Cooperative Security*. The program does not support curricular projects of individual schools or colleges or institution-to-institution linkages between the United States and the countries of the former Soviet Union and Eastern Europe. Most of the grants made in this program are to U.S. institutions.

For further information about the grant programs, please turn to The Year in Review.

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Page 10, "Teen Mom": Eleanor was 14 — a child herself — when she gave birth to Livita, who is eight months old in this photo.

Page 14, "Cousins Cry at Funeral": Cousins Kenthony Williams, 10 (left, in necktie), and Jordan Williams, 3, sit crying outside Duncan Funeral Home during service for Broderick Williams, 14-year-old black teenager who was executed and dumped into the weeds.

Page 18, "Cigarette": Girl offers boy a cigarette at a community swimming pool in Lower Price Hill, a close-knit neighborhood of poor whites from the South.

Page 22, "Lafayette": Lafayette, 10, in the Henry Homer Projects. He saw a girl shot in the hallway. Lafayette says he often sleeps under his bed to avoid stray bullets.

Page 32, "Bike Jump": Teenager in Lower Price Hill, a community of Southern whites, jumps his bike over friends.

The photographs were selected from a book and exhibition of photographs by Stephen Shames titled *Outside the Dream: Child Poverty in America*. Book copublished by the Aperture Foundation, Inc., New York, NY, and the Children's Defense Fund, Washington, DC, in 1992. Exhibition held at the International Center of Photography, New York, NY, July 2 – September 26, 1993.

Design: The Office of Eric Madsen, Minneapolis
Printing: Watt/Peterson, Inc., Minneapolis

Typography: The text of this annual report is set in Caxton Light. Headlines are set in Century Light Condensed.

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